

SCAD

Learning
Management
System



IA Redesign Process Book

IACT 731-01 | Prof. Sung Park
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SCADA



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MEET THE TEAM

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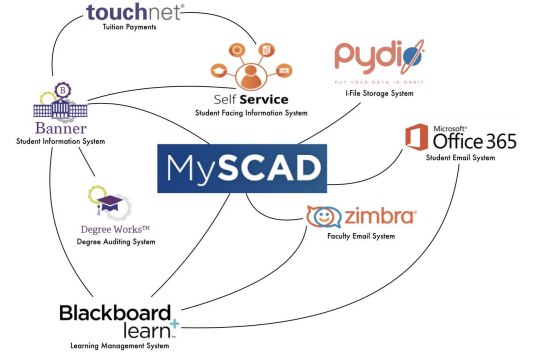
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SCADA40

EXECUTIVE SUMMARY

The current E-Learning environment has students and faculty inundated with a multitude of systems complexly interconnected frustrating users trying to complete everyday tasks.

At the Savannah College of Art and Design, MySCAD serves as a portal to access all the necessary functions to facilitate learning, but with over 100s of labels and no hierarchy, students experienced information overload.



1

One Place to Do Everything

Through extensive research and prototyping these labels have now been narrowed and grouped to just 33, creating one **centralized** place to do everything you need.

14,000



With 14,000 students, there are quadrillions of possibilities for a truly **customized** homepage to suit each individual user's specific needs.

3

3 Clicks to Access Everywhere

Quick access to priority functions increasing efficiency. Students can upload assignments, pay tuition, or schedule an advising appointment in 3 clicks or less.

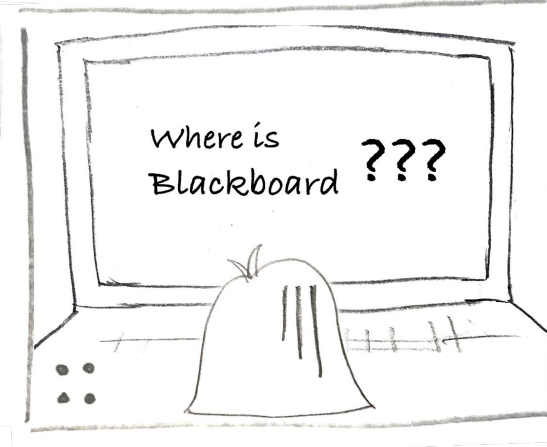
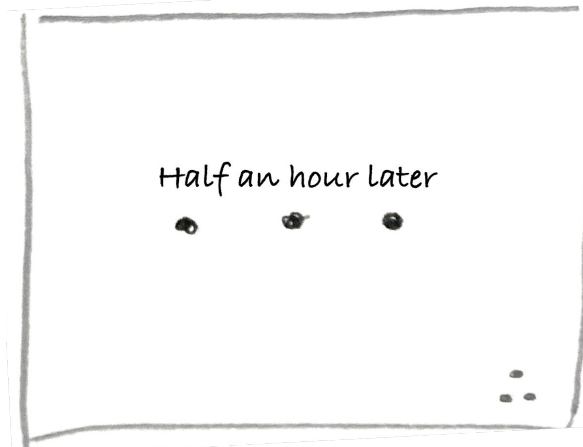
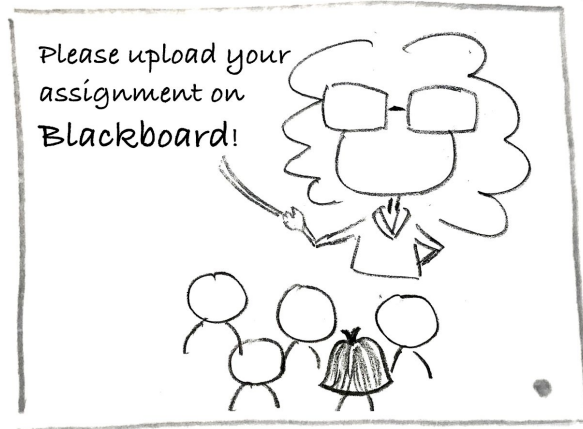
DESIGN INSPIRATION





Storyboard 01

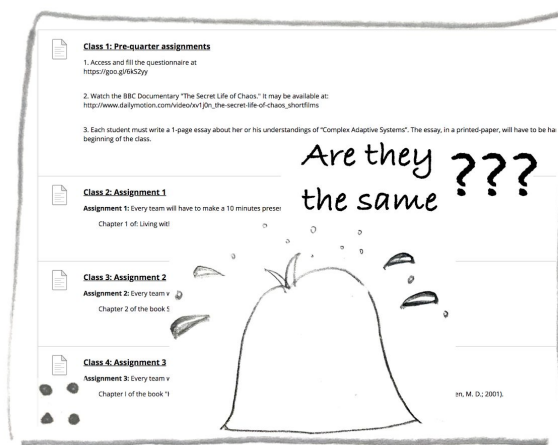
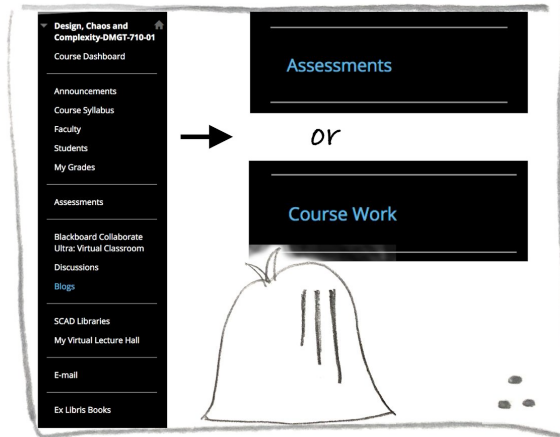
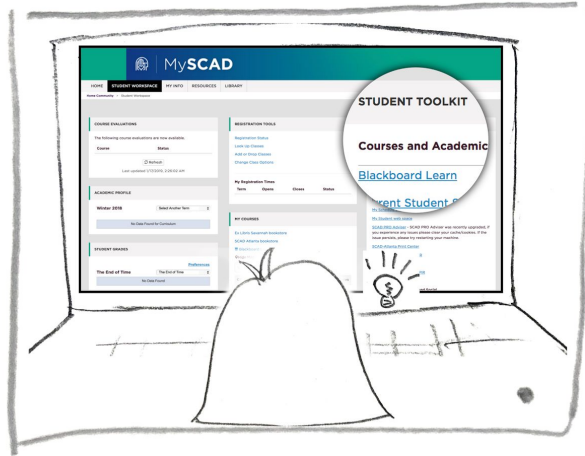
Design Inspiration





Storyboard 02

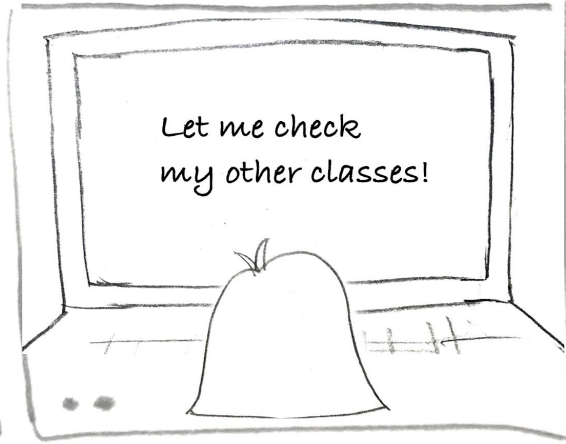
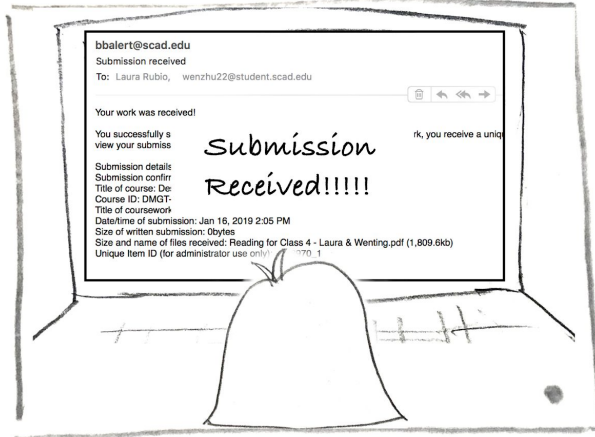
Design Inspiration





Storyboard 03

Design Inspiration



WHY
WHY
WHY

RESEARCH



- 2.1 Secondary Research
- 2.2 Primary Research
- 2.3 Heuristic Evaluation & Task Analysis
- 2.4 Card Sorting





2.1 SECONDARY RESEARCH



What is an LMS?

*“**Learning platforms**, ... combine a range of course or subject management and **pedagogical tools** to provide a means of **designing, building and delivering** online learning environments.”*

Highly commercialized after being initially created by universities (Coates, et. al. 2005)

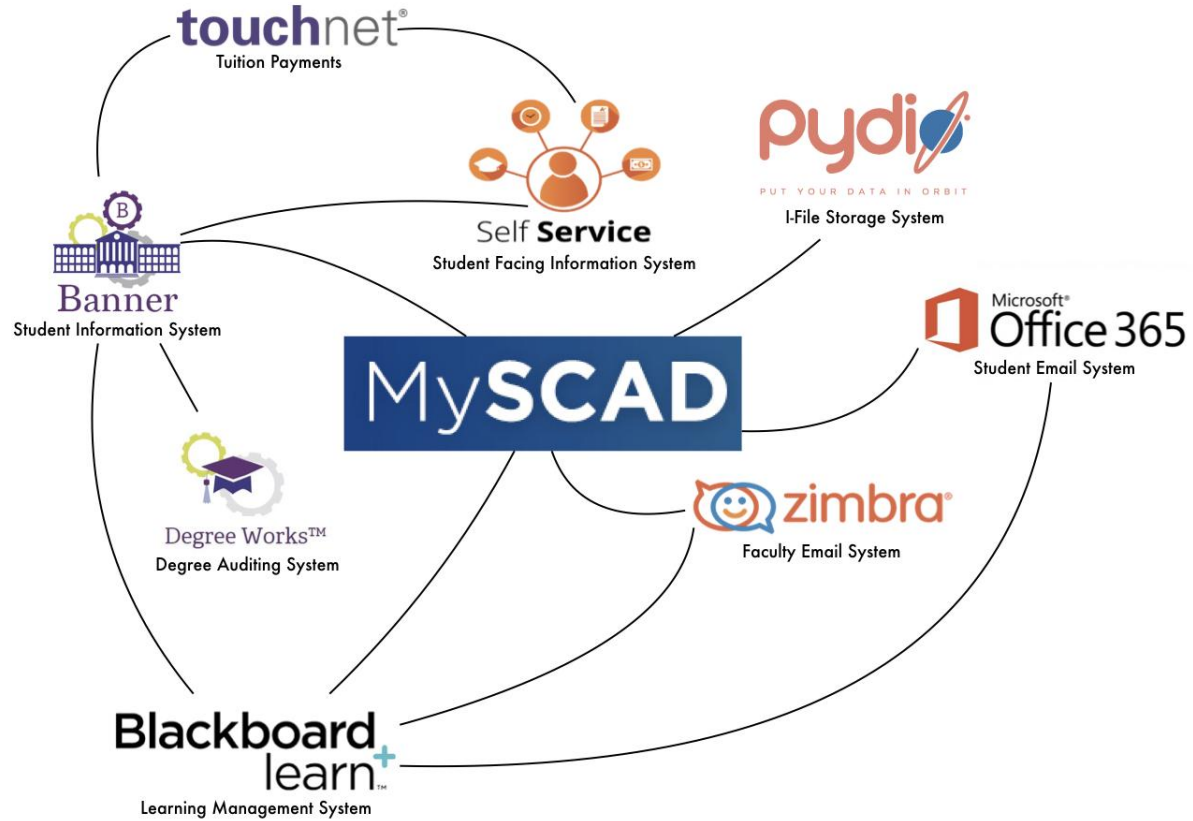


Why do we use an LMS?

6 Drivers that lead to the widespread adoption of LMS

1. Increase Instructional Efficiency
2. “Enriched” Student Learning
3. New Student Expectations
4. Pressure to conform to Other Universities
5. Increase Educational Accessibility
6. Instructional Control and Regulation






(Coates, et. al. 2005)



SCAD Systems

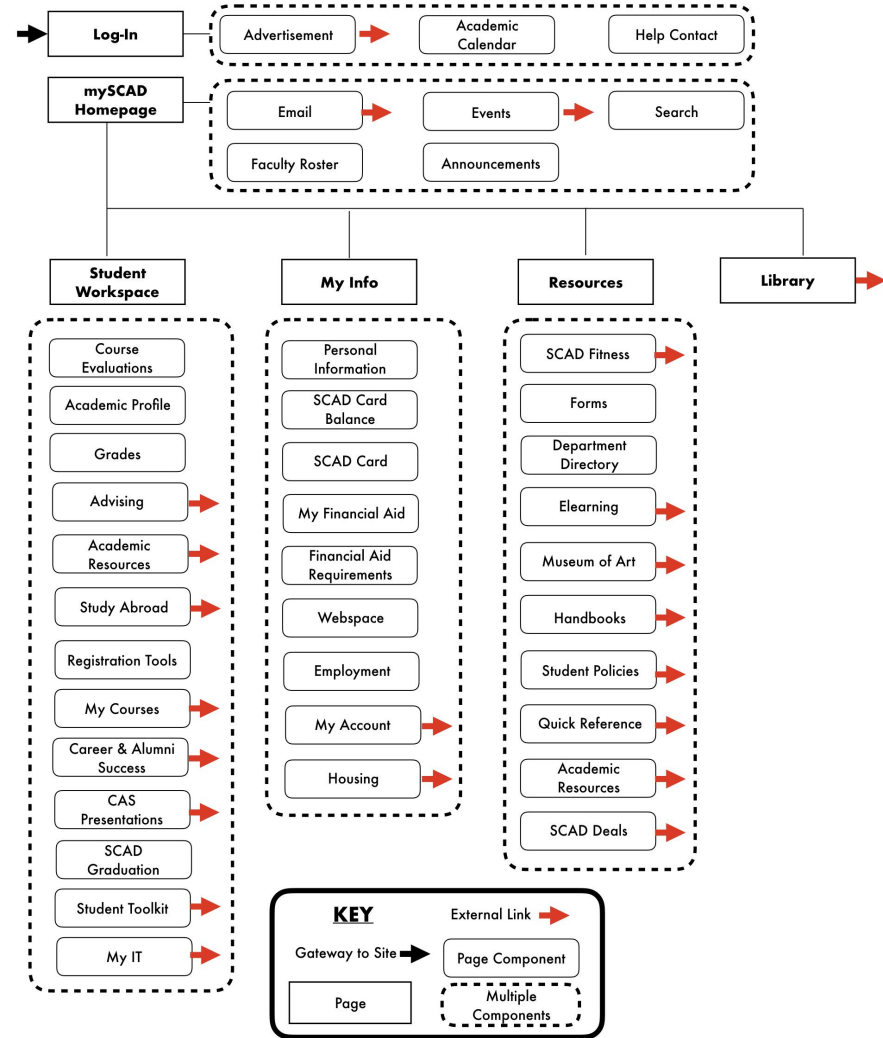


Competitor Analysis

<i>On Scale 1 to 5</i>	 Google Drive	 Google Classroom	 piazz	 canvas	 D2L DESIRE2LEARN
Hierarchy	4	3	3	5	3
Navigation	5	5	5	5	4
Minimalist Design <i>Remove Information Overload</i>	5	5	5	5	4
Consistency	5	5	4	4	5
Labelling	4	4	5	5	4



Higher Level Blueprint



This blueprint of mySCAD allows us to gain a deeper understanding of the Information Architecture as it stands currently.

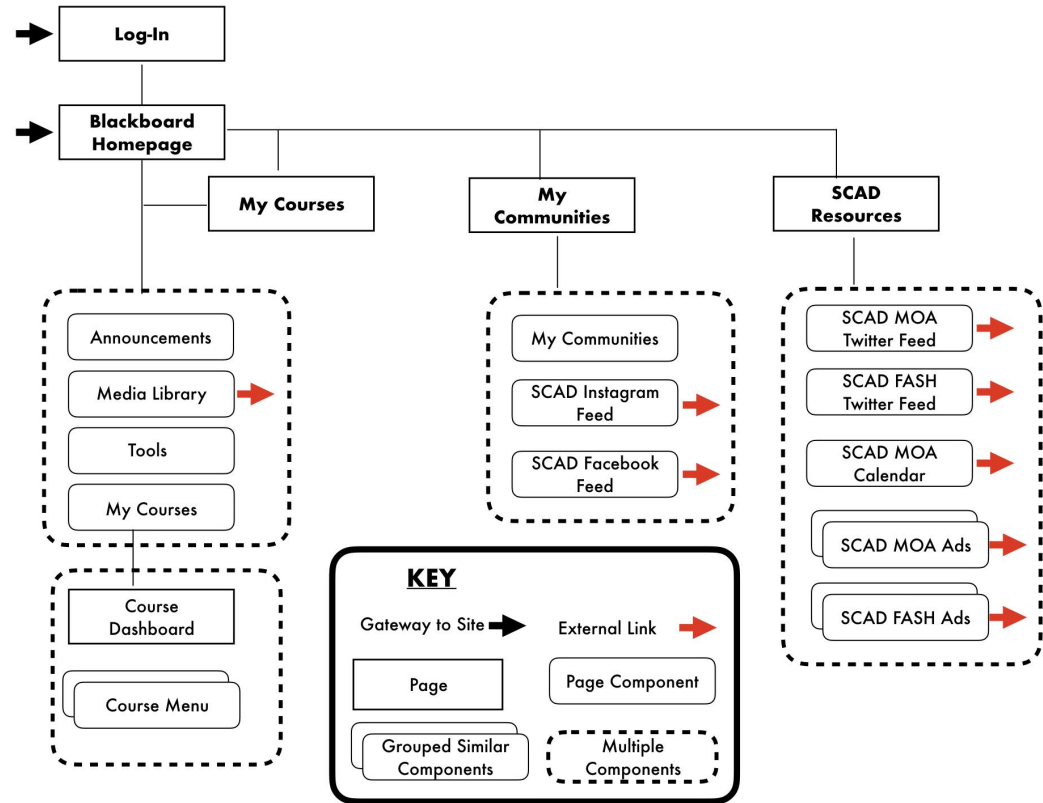
Under each of the categories there are 9 or more page components, majority of these leading to external websites.



Higher Level Blueprint

While the Blackboard blueprint appears more simple than that of mySCAD, this does not break down each individual courses menu or dashboard.

Now that the systems were broken down, we surveyed students to understand what tasks they needed to access most frequently within these blueprints.





2.2 PRIMARY RESEARCH



Competitor Analysis

Eliminating Blackboard completely is a possible solution to many of the usability issues.

Through our research, many students and faculty use Blackboard for the bare minimum requirements, while some circumnavigate the LMS completely opting to use outside softwares and tools.

*“Cornell University will be switching from Blackboard to Canvas, leaving Princeton University the only Ivy League university still using Blackboard... After piloting three different systems -- Canvas, Brightspace [D2L] and a new version of Blackboard Learn called Blackboard Ultra over a single semester [it was] concluded that ‘**Canvas seemed the platform that faculty and students preferred.**’” (McKenzie, 2018)*



Questionnaire

We created a questionnaire to gain an understanding of the basics like how often students use the systems, the main tasks for students, and overall rating.

We received **48 responses**.

We are a group of SCAD students working on a project about SCAD online systems for IACT 731. Please spare us THREE minutes to fill out this survey, all answers are anonymous and for research only.

Currently I am a?
 Undergraduate Graduate

Section 1: Blackboard

1. How often do you use Blackboard?(per week)

7 times or more
 4-6 times
 1-3 times
 Never

2. What do you usually do in Blackboard?(choose 1-3)

Upload assignment
 Group Work
 Check grades
 Document Filing
 Tracking/Analytics
 Syllabus/Announcement
 Other: _____

3. Do you use Blackboard mobile app?

Yes
 No
 Sometimes

4. How would you rate your overall experience using Blackboard?

1 2 3 4 5
 Negative ○ ○ ○ ○ ○ Positive

5. Can you would use a word or phrase to describe Blackboard?

Section 2: MySCAD

1. How often do you use MySCAD?(per week)

7 times or more
 4-6 times
 1-3 times
 Never

2. What do you usually do in MySCAD? (choose 1-3)

Go to Blackboard
 Account Information
 Use Library
 Search Materials
 Select Courses/Study Plan
 Payment (Tuition & Meal plan)
 Find events
 Other: _____

3. Do you use MySCAD app more than website?

Yes
 No
 Equally

4. How would you rate your overall experience using MySCAD?

1 2 3 4 5
 Negative ○ ○ ○ ○ ○ Positive

5. Can you would use a word or phrase to describe MySCAD?

Section 3: Other Study Tools

1. What tools do you use to support your study?

Google Drive
 WhatsApp
 Facebook
 Other: _____

2. What do you usually use these tools for?

Share Materials
 Collaboration
 Communication
 Other: _____

3. Which one do you prefer, Blackboard or the tools you choose in last question?

Blackboard
 The tools I choose
 Equal
 I'm not sure.

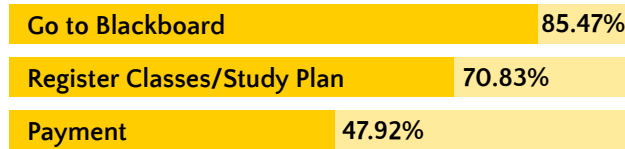
Age: _____
 Gender: _____
 Major: _____

-END-

MySCAD

3.3/5.0

Top 3 Functions



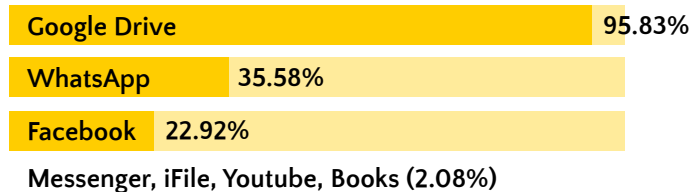
Blackboard

3.2/5.0

Top 3 Functions



Other Tools



72%

Prefer other tools for
Sharing Materials
Collaboration
Communication



Interviews

Next we interviewed 4 Faculty members and conducted observations and interviews with 2 students, the following are direct quotes.





Faculty Interviews



- “Blackboard is **sh*t**”
- “Blackboard is **confusing**, you need time to figure out what is going on”
- “Too many options to create an assignment, it **wastes so much time**, we want efficiency”
- On using Blackboard the first time – “I was terrified, it’s **awful and ugly**”
- On moving to Google Drive – “So far I’m very happy with it”
- “Gradebook isn’t bad”



- “There are so many things, it’s **overwhelming**.”
- “I have to CTRL+F a lot to find what I’m looking for”
- “The content is **just not clear**, you have to click multiple times”
- “It’s very **complicated**, you have to go through 4-5 menus”
- “It seems like **everything’s just been buried**, they had a theory or reason for the 4 tabs, but they don’t make sense anymore”



Student Interviews & Observations



- “So that’s the thing, I **can’t log-in** to Blackboard directly, the only way I can log in is through mySCAD.”
- “I **don’t like** using Blackboard unless I absolutely have to for class, I use Google Drive for group projects.”
- “The menu **just doesn’t make sense**”
- “Even professors don’t even know how to use it”



- “mySCAD is OK, it takes me a little bit of time to figure out what to do, there’s **a lot of information**”
- “I can **never remember which tab** it’s under, is it under My Info or Student Workspace?”
- “So there’s an app and somebody forced me to have **the app, I totally forgot I had it...** then they asked me about it and I’m like oh God, not the app”



2.3 HEURISTIC EVALUATION



Heuristic Evaluation

Based on Nielsen's 10 Usability Heuristics

Modified an existing Heuristic Evaluation Checklist (Pierotti)

Key Features

1. Visibility of System Status
2. Match Between System & Real World
3. User control & Freedom
4. Consistency & Standards
5. Error Prevention
6. Recognition Rather than Recall
7. Flexibility & efficiency of use
8. Aesthetic and Minimalist Design
9. Help Users recognize, diagnose, and recover from errors
10. Help & Documentation

Heuristic Evaluation Tasks:

(Based on Primary Research)

MySCAD



- Logging into mySCAD
- Registering for classes (App vs Web)
- Payment

Blackboard

- Logging into Blackboard
- Uploading an Assignment
- Checking Syllabus & Grade



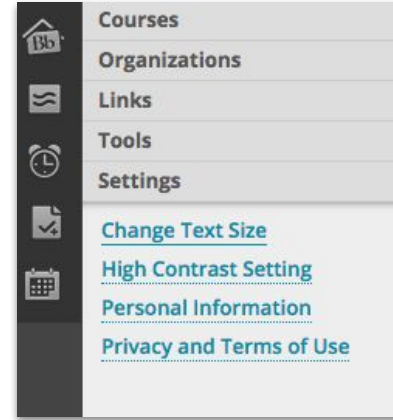
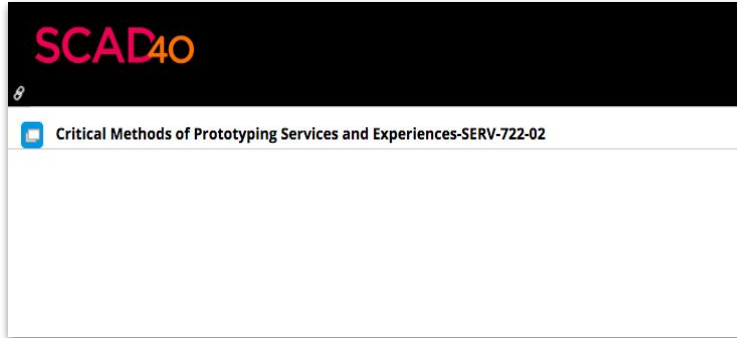
Result

		
1. Visibility of System Status	X	✓
2. Match Between System & Real World	X	X
3. User control & Freedom	X	X
4. Consistency & Standards	✓	X
5. Error Prevention	X	X
6. Recognition Rather than Recall	X	X
7. Flexibility & efficiency of use	X	X
8. Aesthetic and Minimalist Design	✓	✓
9. Help Users recognize, diagnose, and recover from errors	X	X
10. Help & Documentation	X	X



Result

Statement & Example 01



1. Visibility of System Status

mySCAD successfully shows headers, tabs, and link hover feedback. Blackboard however did not pass this evaluation, with this being the most significant issue with Blackboard, users are constantly asking “Where am I and what is going on?” (i.e. Syllabus loading with no indicator of the download and clicking My Courses directs to the home page rather than... My Courses)

3. User Control & Freedom

mySCAD has no customization features, BB has them however, during evaluation we could not figure out how to customize anything. The gear icon to customize, did not function as expected.



Result

Statement & Example 02

Course Work

STUDENT WORKSPACE

2. Match Between Real World and System

With both mySCAD and Blackboard there is not a natural sequence to what users need. Labeling is of links does not match what we refer to in the real world, especially in Blackboard.

Through our primary interviews with faculty, we learned there are several options as the course content manager for labeling. “Course Work” versus “Assessments” versus “Assignments”. While these three choices have the same exact functionality from a faculty user perspective, the choice of label could affect the student usability.



Result

Statement & Example 02

REGISTRATION TOOLS

[Registration Status](#)
[Look Up Classes](#)
[Add or Drop Classes](#)
[Change Class Options](#)

My Registration Times

Term	Opens	Closes	Status
Spring 2019	2/12 @ 10:30 AM EST	3/29 @ 11:59 PM EDT	PENDING
Summer 2019	2/12 @ 10:30 AM EST	6/21 @ 11:59 PM EDT	PENDING

Look-Up Classes to Add:

Use the selection options below to search the class schedule for the term displayed above. You may choose any combination of fields to narrow your search, but you must select at least one Subject. When your selection is complete, click Get Classes to perform the search.

Textbook and course materials: You may search for textbook and/or course materials required for your course(s) at the [Ex Libris Bookstore](#) or from the Student Workspace tab using the Ex Libris Bookstore link in the My Courses channel.

Effective Fall 2018: Search "Culture in Context" for ARTH 100 and ARTH 110.
*CTXT 121 Visual Culture in Context: Caves to Cathedrals replaces ARTH 100 Survey of Western Art I
*CTXT 122 Visual Culture in Context: Age of Exploration to Postmodernity replaces ARTH 110 Survey of Western Art II

Subject:

- Accessory Design
- Advertising
- Advertising and Branding
- Anatomy
- Animation
- Anthropology
- Architectural History
- Architecture
- Art History
- Astronomy

SCAD

MY CLASSES

SCHEDULE **REGISTRATION**

WINTER 2019 QUARTER STARTS JAN 7 - MAR 14

YOU DO NOT HAVE A REGISTRATION TIME TICKET

OCT 16 – 11
13:30 EDT 23:59 EST

TERM NOT AVAILABLE FOR REGISTRATION PROCESSING.
NO TERM AVAILABLE

FIND CLASSES ADD SAVED CLASSES

DASHBOARD CALENDAR MESSAGES MORE

4. Consistency & Standards

For mySCAD in particular, there is no consistency between the web and mobile versions of the site.

This however, was the only Heuristic that Blackboard passed, with menus aligned to the left and no usage of uppercase letters, as well as the app being very similar to the web.



Result

Statement & Example 02

STUDENT TOOLKIT

Transportation Services

[Airport, Train and Bus Shuttles](#)

Courses

Stay on top of your course work with Blackboard Learn. Connect with professors and classmates to collaborate on projects. Submit assignments, complete assessments, and view grades and feedback.

My Announcements My Media Library My Courses

6. Recognition Rather than Recall

In Blackboard, there are complex menus with no special site map, there are also no obvious headings or icons leading the eye to any direction in particular other than the large banner on the homepage that offers no assistance on where to go next. While My Courses are actually listed all the way on the right.

In mySCAD some page components are grouped in logical ways, but there are others that are duplicated or placed in a seemingly random place to the user. Under toolkit with academic links such as to blackboard and course registration there is also transportation services?



Result

Statement & Example 02

Connect with a peer tutor, access resources that supplement your academics or view upcoming academic support workshops. [Schedule an appointment with a peer tutor](#)

[Drawing and Design Center - Savannah](#)
Students enrolled in Foundation Studies classes can improve their in-class performance by utilizing individual tutoring and group workshops.

[Counseling and Student Support Services \(CSS\)](#)
Access or seek personal counseling, disability services and deaf services.

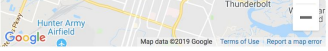
[The SCAD Speaker Lab](#)
Create and practice your class and professional presentations with help from SCAD's communication faculty. The Speaker Lab is available for 20-minute in-person sessions and open to students, faculty, staff and alumni. Check regularly for information on presentation and public speaking workshops.

[SCAD Math Lab](#)
Work with SCAD's math faculty to receive guidance in all manner of mathematical questions and learn about STEM and STEAM in our regular activities and workshops.

[Graduate Mentor Program](#)
Connect with a graduate mentor to provide guidance through holistic, compassionate, and caring peer mentor relationships.

[Lynda.com Training](#)
Access an entire library of video tutorials on topics free to all registered students, staff and faculty.

[SCAD Accommodate](#)



Click the icon above or get it [here](#)
Currently available for Android phones only

CAREER AND ALUMNI SUCCESS

[Atlanta, eLearning, Savannah: Make an appointment with your Career Adviser](#)
[Hong Kong: make an appointment with your Career Adviser](#)
Advisers are available for one-on-one sessions to assist students and alumni with career development.

[Professional Development Workshops](#)
Attend a workshop for undergraduate students exploring internship and job search techniques, resume and cover letter development, and building your brand, to name a few.

[Career News](#)
Sign up for this weekly e-newsletter featuring the latest jobs, internships, employer visits, and workshops.

[SCAD Job Portal and Career Resources](#)
SCAD's job portal offers an online résumé database and hundreds of opportunities from companies specifically looking to hire SCAD students and alumni.

[Attend Career and Alumni Success Events](#)
[Office for Career and Alumni Success Website](#)

[CAS student and alumni employment survey](#)
Share your career updates with CAS
Let us know where you'll be headed in the professional world. It only takes about a minute. Take the survey today.

MY IT

[IT Web site](#)
Learn more about SCAD IT, self service tips and how to's on the IT internal site.

[Quick Start Technology Guide](#)

Important Reminders

- Student home directory and drop-box reminders:
- [View the schedule](#) for regular deletion of these resources.
- All students, faculty and staff have access to their network shared drives from any computer with Internet access thru the [MyFile](#) access.

Add a Device to Your Room's SCAD Wireless Network
[Click here to add a device](#)
*This applies to Turner House, Turner Annex House, Oglethorpe House and Montgomery House.

[Technology Support Center](#)

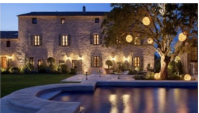
Walk-in Support:
Technology Support Center is located in Savannah, GA. The office hours in Propes Hall are Monday - Friday 7:30 a.m. - 6:30 p.m. for technical support services.

Faculty, Staff and Students are welcome to walk-in for assistance Monday - Friday between 8:00 a.m. - 5:00 p.m. Please present your valid SCAD ID upon arrival.

Phone Support:
The Technology Support Center is available 24/7 for phone assistance. Students, faculty and staff can contact 912.525.4567 for support.

[Web Help Desk](#)
Place a support request online at [techhelp.scad.edu](#)
Need faster assistance, review our [FAQ's](#).

SCAD STUDY ABROAD



[SCAD Study Abroad Online Application](#)
Apply online to one of SCAD's study abroad programs.

CAS PRESENTATIONS

SCAD Students, Alumni, Faculty and Staff

I Agree to the [Terms and Conditions](#)

[Continue to Presentation 1](#)
[Continue to Presentation 2](#)

IACT-731-01-22250.201920

Course Dashboard

Collapse IACT-731-01-22250

Announcements

Course Syllabus

Faculty

Students

My Grades

Course Work

Blackboard Collaborate Ultra: Virtual Classroom

Discussions

Blogs

SCAD Libraries

My Virtual Lecture Hall

E-mail

Ex Libris Books

7. Flexibility & efficiency of use

Relating back to user control and freedom, both mySCAD and Blackboard have limited customization features to access the most used functions of the sites for both novices and expert users.



Result

Statement & Example 03

The screenshot shows two overlapping UI elements. On the left is an error message box with a white background and a thin grey border. It contains the text "elearning.scad.edu says" and "Error" below it. A blue button with the text "OK" is positioned at the bottom right of this box. On the right is a help dialog box with a light grey background and a thin grey border. It features a dark grey header with the text "NEED HELP?". Below the header, the text reads "Contact the Technology Support Center at 912.525.4567 or itsupport@scad.edu."

5 & 9. Error Prevention & Help Users Recognize, Diagnose & Recover

While doing the heuristic evaluation, no error messages were reached for mySCAD, but Blackboard's error message provided no context of what the error was or assistance on how to recover from the error.

10. Help & Documentation

The help system is available on the log-in screen of mySCAD or under the My Info tab at the bottom under My IT, while for BB unless you google Blackboard Help, there was no easily identifiable help section..

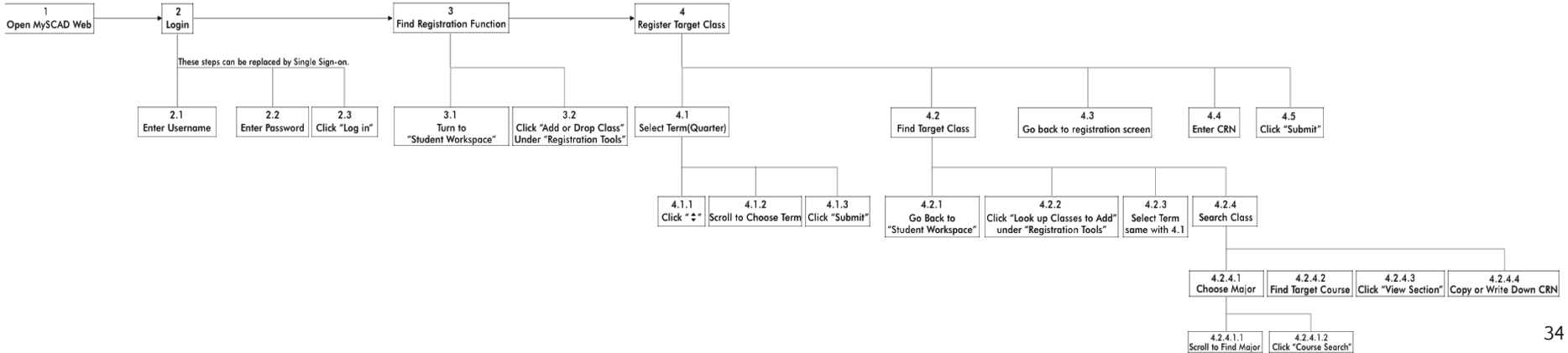
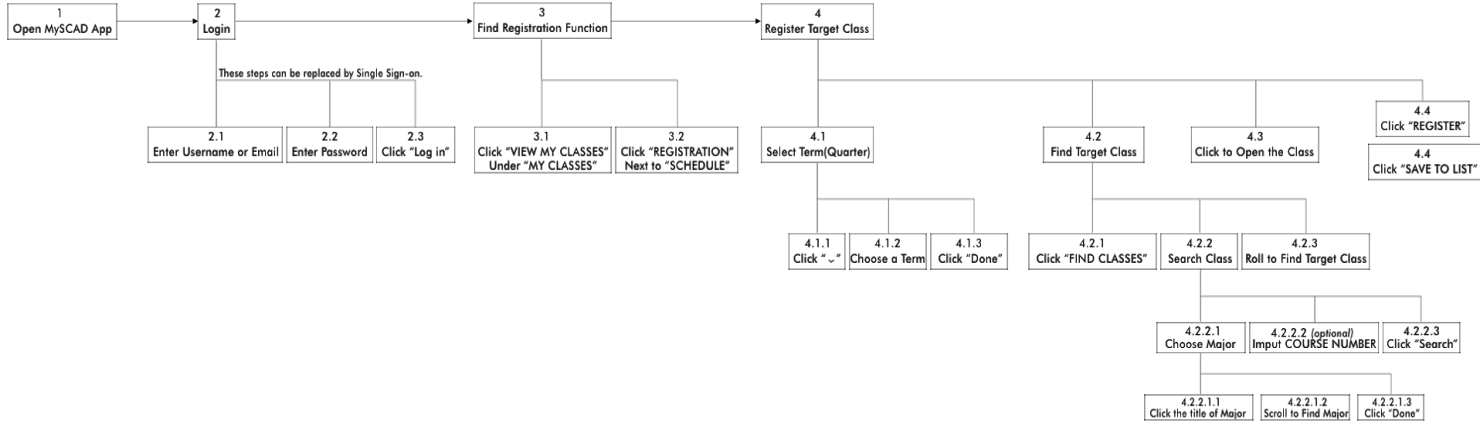


2.4 TASK ANALYSIS



Task Analysis

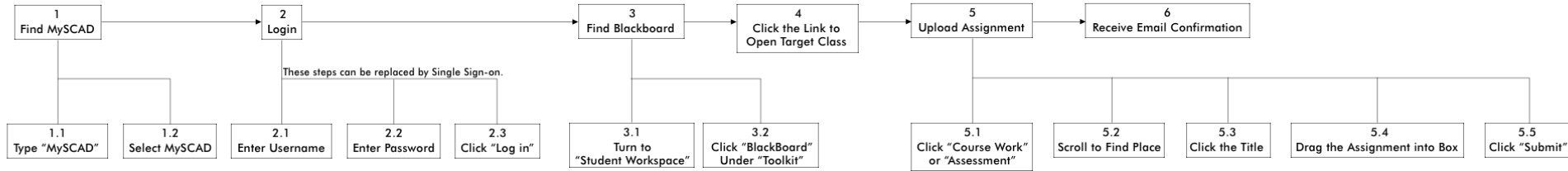
Login MySCAD/Select Classes (Web & App)





Task Analysis

Login Blackboard/Upload Assignment (Web)



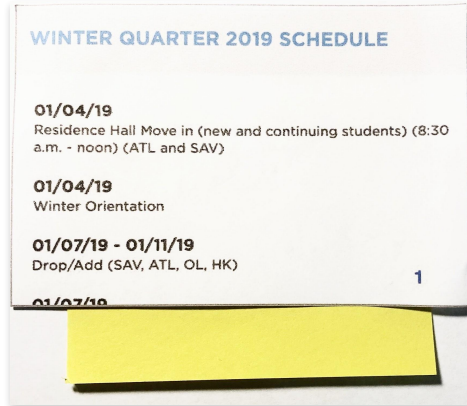
The task analysis helped us truly understand the multitude of steps it takes to do the most important tasks for students, leading to user frustration.



2.5 CARD SORTING



Cards *Total: 67*



User Instructions:

- Eliminate any labels that are unnecessary
- Group duplicate labels
- Rename any label that is confusing



Label in MySCAD & BB

LABELS IN MYSCAD

- Academic Calendar
- Help Contact
- Email
- Faculty Roster
- Events
- Announcements
- Course Evaluations
- Academic Profile
- Grades
- Advising

- a. SCAD ProAdvisor (DegreeWorks)
- b. Schedule Advising Appointment
- c. Graduate Thesis Information

11. Academic Resources

- a. English Language Tutors
- b. Writer's Studio
- c. Peer Tutoring
- d. DIGI Lab/SCADlab
- e. Drawing & Design Center
- f. Counseling and Student Support Services
- g. SCAD Speaker Lab
- h. SCAD Math Lab
- i. Graduate Mentor Program
- j. Lynda.com Training
- k. SCAD Accommodate

12. Study Abroad

13. Registration Tools

- a. Registration Times
- b. Look Up Classes
- c. Add/Drop Classes
- d. Change Class Options

14. Career and Alumni Success

- a. Career Adviser
- b. Career News
- c. SCAD Job Portal
- d. Professional Development Workshops
- e. SCAD Student and Alumni Employment Survey

15. Career and Alumni Success Presentations

- a. Pre-confirmed workshops from companies that visit campus

16. SCAD Graduation

17. Student Toolkit

- a. Blackboard
- b. Current Student Scholarships
- c. Lynda.com Training
- d. My Blog @ SCAD
- e. My File (File Dropbox)
- f. My Schedule by Day and Time
- g. My Student Web Space
- h. Savannah WebCheckOut PIR - Patron Portal (room and equipment reservations)
- i. Clubs and Organizations
- j. Airport, Train and Bus Shuttles
- k. Parking Services
- l. SCAD Savannah Bus Schedule
- m. Transportation Site
- n. Bus Trackers
- o. Jobs and Internships
- p. mySCAD Mobile App

18. My IT

- a. IT Website
- b. Quick Start Technology Guide
- c. Deletion Schedule
- d. myFile
- e. Add a Device to your Room's SCAD Wireless Network
- f. Technology Support Center
- g. Walk in Support Information
- h. Phone Support Information
- i. Web Help Desk

19. Personal Information

- a. Password
- b. Manage mySCAD Security
- c. Update Addresses and Phones
- d. Update Directory Profile
- e. Update Emergency Information
- f. Update Preferred Name
- g. Name Change Information
- h. Social Security
- i. My Dependents
- j. Parking Services
- k. Banner Self-Service Menu

20. SCAD Card Balance

21. My SCAD Card

- a. Select Meal Plan upcoming Quarter
- b. Change or Cancel a Meal Plan Current Quarter
- c. More information about dining at SCAD
- d. SCAD Cash overview
- e. SCAD CARD and SCAD Cash Agreement
- f. SCAD Cash Deposit form
- g. FAFSA
- h. Georgia State Aid
- i. Alternative Loans
- j. Federal Direct Loans

23. Financial Aid Requirements

- a. Aid Overview for current year
- b. Message
- c. Holds
- d. Financial Aid
- e. Alerts
- f. Progress

24. Student Web space

25. Student Employment

- a. About Student Employment
- b. Web Time Entry Overview
- c. Frequently Asked Questions
- d. How do I apply?
- e. Schedule Appointment Atlanta
- f. Schedule Appointment Savannah
- g. My Pay Information
- h. My Tax Forms
- i. Job History
- j. Time Sheet
- k. View SCAD Atlanta job postings
- l. View SCAD Savannah job postings

26. My Student Account

- a. My Student Account Online
- b. Make Appointment for Financial Aid
- c. Direct Deposit for Student Refunds
- d. Tax Notification
- e. Electronic 1098T
- f. International Student Tax Information
- g. Payment Options
- h. Student Account Website
- i. Payment Due Dates

27. Residence Life and Housing

- a. Residence Life and Housing Website
- b. Add a device to your room's SCAD wireless network
- c. Meal Plan Information
- d. SCAD Atlanta Housing
- e. SCAD Savannah Housing
- f. SCAD Hong Kong Housing
- g. Residence Hall Maintenance Request
- h. License Agreement Cancellation Request
- i. Microfridge Rental Savannah
- j. Microfridge Rental Atlanta
- k. Apply for Review My Housing
- l. Residence Life Important Dates
- m. Room Change Request

28. SCAD Fitness

29. Forms

30. Department Directory

31. SCAD Elearning

- a. Book eLearning
- b. E-Community
- c. Need Help
- d. Virtual Lecture Hall

32. Museum of Art

- a. Current Exhibitions and Programs
- b. Contact Us
- c. Sign Up for Monthly Newsletter
- d. Follow us (Instagram, Twitter, Facebook)

33. Handbooks

- a. Student Handbook 2018-19
- b. Student Guide 2018-19 (Savannah)
- c. Graduate Student Guide 2018-2019 (Savannah)

34. Student Policies

- a. Academic Policies
- b. ADRPA Arbitration Procedures for students
- c. Code of Student Conduct
- d. Privacy Policy
- e. Technology Policy

35. Quick Reference

- a. 2017-18 Fast Book
- b. Calls for Entry
- c. Building Hours - Savannah
- d. Class Schedule Search
- e. Emergency Preparedness
- f. Facilities Map

36. Academic Resources

- a. English Language Tutors
- b. Writer's Studio
- c. Peer Tutoring
- d. DIGI Lab/SCADlab
- e. Drawing & Design Center
- f. Counseling and Student Support Services
- g. SCAD Speaker Lab
- h. SCAD Math Lab
- i. Graduate Mentor Program
- j. SCAD Accommodate

37. SCAD Deals

- a. AT&T Discount
- b. Autodesk Education Community (30+ Free Software Downloads)
- c. SCAD Online Apple Store-UG
- d. Journey Ed Software
- e. MSDN Software Center
- f. B&H Photography Discounts
- g. Microsoft Office 365-Download
- h. Adobe Software Deal
- i. Toon Boom

38. Library

BLACKBOARD LABELING

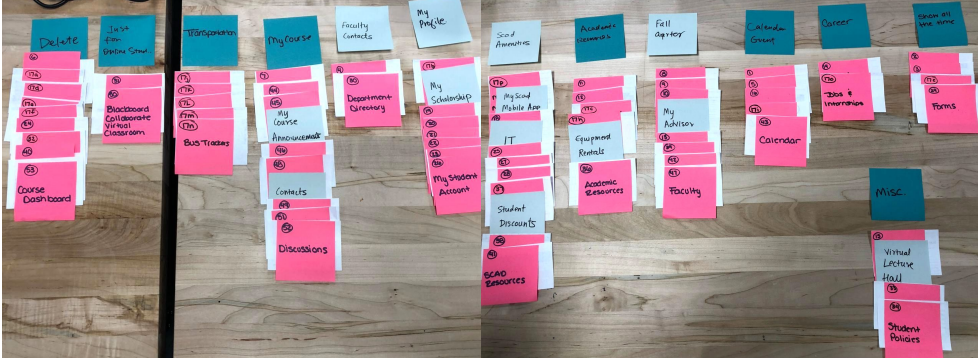
- My Courses
- My Communities
- SCAD Resources
- My Grades
- Calendar
- Posts
- My Announcements
- Course Syllabus
- Faculty
- Students
- Course Work
- Blackboard Collaborate - Virtual Classroom
- Blogs
- Discussions
- Course Dashboard

67
in
out



Participants

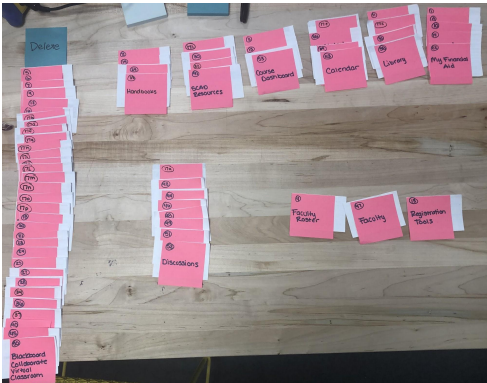
#1 Graphic Design, MA 1 year at SCAD



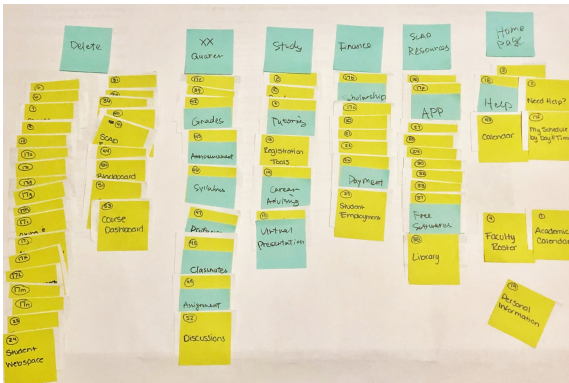
#2 Service Design, MFA, 5 years at SCAD



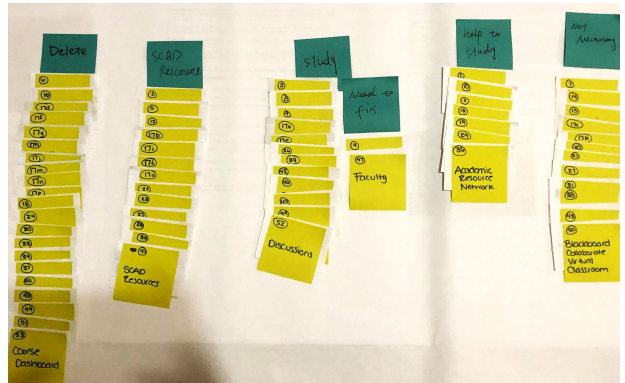
#3 Service Design, MFA, 5 years at SCAD



#5 Design Management, MA, 2 years at SCAD



#5 Luxury & Fashion Management, MFA, 2.5 years at SCAD





Quotes

“Do we have this?”

“I don’t want to see it all the time.”

“Two Grades?”

“I’m not an online student.”

“Two Announcements?”

“I’m not in film major.”

“I don’t use it any more, but maybe someone needs it.”

“I’ve never used it.”

“Why is it in MySCAD?”

“When I use MySCAD, I just want to get the information related with my study.”



Affinitizing



- A Repeated Functions
- B Useless Functions
- C Showed at Wrong Time
- D Showed in Wrong Place
- E Showed to Wrong User
- F Hard to Use
- G Hard to Find
- H Rarely Used



Categories

A

Repeated Functions

- 9 Grade & My Grade
- 17f My Schedule by Day and Time & 43 Calendar
- 36 Academic Resource Network
- 17c Lynda.com Training & 31 SCAD eLearning

B

Useless Functions

- 17d my Blog @SCAD
- 17g My Student Webspace
- 24 Student Webspace
- 40 My Community
- 41 SCAD Resources
- 50 Blackboard Collaborate Virtual Classroom
- 52 Blogs
- 53 Course Dashboard

C

Shown at Wrong Time

- 7 Course Evaluation

D

Shown in Wrong Place

- 5 Events
- 6 Announcements
- 12 Study Abroad
- 16 SCAD Graduation
- 17i Clubs & Organizations
- 17j Airport, Train & Bus Shuttles
- 17k Parking Services
- 17l SCAD Savannah Bus Schedule
- 17m Transportation Site
- 17n Bus Trackers
- 17p MySCAD Mobile APP
- 32 SCAD Museum of Art
- 33 Handbooks
- 34 Student Policies
- 37 SCAD Deals

E

Shown to Wrong User

- 17b Current Student Scholarships
- 17h Savannah Webcheckout PIR - Patron Portal
- 17o Job & Internships
- 20 SCAD Card Balance
- 21 SCAD Card
- 23 Student Employment
- 27 Residence Life & Housing
- 31 SCAD eLearning

F

Hard to Use

- 17a Blackboard
- 17e My File
- 45 My Announcement

G

Hard to Find

- 14 Career & Alumni Success
- 18 My IT
- 43 Calendar

H

Rarely Used

- 23 Financial Aid Requirement
- 28 SCAD Fitness
- 29 Forms
- 30 Department Directory
- 43 Calendar



Design Concept

A Repeated Functions

B Useless Functions

C Shown at Wrong Time

D Shown in Wrong Place

E Shown to Wrong User

F Hard to Use

G Hard to Find

H Rarely Used

Solutions:

DELETE

Shown at specific time as a notification

Move to Footer as Link Box.
Detailed information can be moved into official website.

Selectively display based on student information
or can be customized by users.

Redesign the whole function module

Raise the priority or relabel

Decrease the priority, reduce active area or move to footer

Tested in
Prototype



Relabeling

#1

10 Advising - **My Adviser**
17b Current Student Scholarships - **My Scholarship**
17h Savannah Webcheckout PIR (Patron Portal) - **Equipment Rentals**
18 My IT - **IT**
37 Student Deals - **Student Discount**
45 My Announcement - **Course Announcement**
48 Students - **Contacts**

#2

15 Career & Alumni Success Presentations - **Virtual Lecture Hall**
37 Student Deals - **Free Softwares OR Software Deals**
48 Students - **Classmates**

#4

11 Academic Resource Network - **Tutoring**
14 Career & Alumni Success - **Career Advising**
15 Career & Alumni Success Presentations - **Virtual Presentation**
17b Current Student Scholarships - **Scholarship**
17p MySCAD Mobile APP - **APP**
18 My IT - **Help or IT Support**
26 My Student Account - **Payment**
37 Student Deals - **Free Softwares OR Software Deals**
45 My Announcement - **Announcement**
42 My Grades - **Grade**
46 Course Syllabus - **Syllabus**
47 Faculty - **Professor**
48 Students - **Classmate**
49 Coursework - **Assignment**

*Simple and precise labels created from the feedback
in our Card Sorting*



Labels *Total: 33*

- 1 Academic Calendar
- 2 Need Help?
- 3 Email
- **4 Faculty Directory**
- 8 Academic Profile
- 10 Graduate Advising
- **11 Tutoring**
- 13 Registration Tools
- **14 Career Advising**
- **15 Virtual Presentations**
- 17a Blackboard
- **17b Scholarships**
- 17e My File
- **17h Equipment Rentals**
- 17o Job & Internships
- **18 IT Support**
- **19 My Personal Information**
- 21 SCAD Card
- 22 My Financial Aid
- **26 Payment**
- **27 Housing**
- 28 SCAD Fitness
- 29 Forms
- 30 Department Directory
- **37 Free & Discounted Software**
- 38 Library
- 39 My Courses
- **42 My Grades**
- **43 Course Calendar**
- **45 Course Announcement**
- 46 Course Syllabus
- **47 Professor**
- **48 Classmate**
- **49 Assignment**
- 52 Discussions

Ideation & Problem Statement



Part
3



Design Opportunity

Through our data affinitization and clustering, we identified several themes related to the usability of Blackboard and mySCAD.

- Dysfunction
- **Unclear Labeling**
- **Inconsistency**
 - with Real World Inconsistency
 - between Mobile & Website
- **Information Overload**
- **Confusing Navigation**
- Low Flexibility
- Graphic User Interface
- **Unorganized Hierarchy**
- Positive Functions
- Emotion
- Rating
- Suggestions

Of those themes, opportunity spaces arise under:

- ***Hierarchy***
- ***Navigation***
- ***Minimalist Design*** *for removing information overload*
- ***Consistency***
- ***Labelling***



Previous Problem Statement

Blackboard has clear usability issues.

How can we redesign the LMS to:

1. Have easier usability
2. Have easier information accessibility
3. Have intuitive functionality

Our Target Users:

1. Students
2. Faculty





NEW Problem Statement

Blackboard is an issue, but the mySCAD portal is also an issue.

Users cannot access Blackboard unless they go through mySCAD, so a redesign would possibly need to involve both systems as far as accessibility and prioritizing what users need.

Our Target Users:

1. Students
2. Faculty



4.1 How Might We

How might we **IMPROVE NAVIGATION** by

- **reorganizing menu** (eg. having expanding menu tabs)?
- **reorganizing homepage (MySCAD & BB)?**
- improving search functions in BB?
- enhancing flexibility (eg. customizable quick links)?
- **emphasize help function?**

How might we **AVOID INFO OVERLOAD** by

- prioritizing function hierarchy?
- **reorganizing homepage (MySCAD & BB)?**
- redesigning a collapsable menu?
- reorganizing functions?
- **emphasize help function?**

How might we **IMPROVE HIERARCHY** by

- **reorganizing menu?**
- limiting user actions?
- **reorganizing homepage (MySCAD & BB)?**

How might we **IMPROVE CONSISTENCY** by

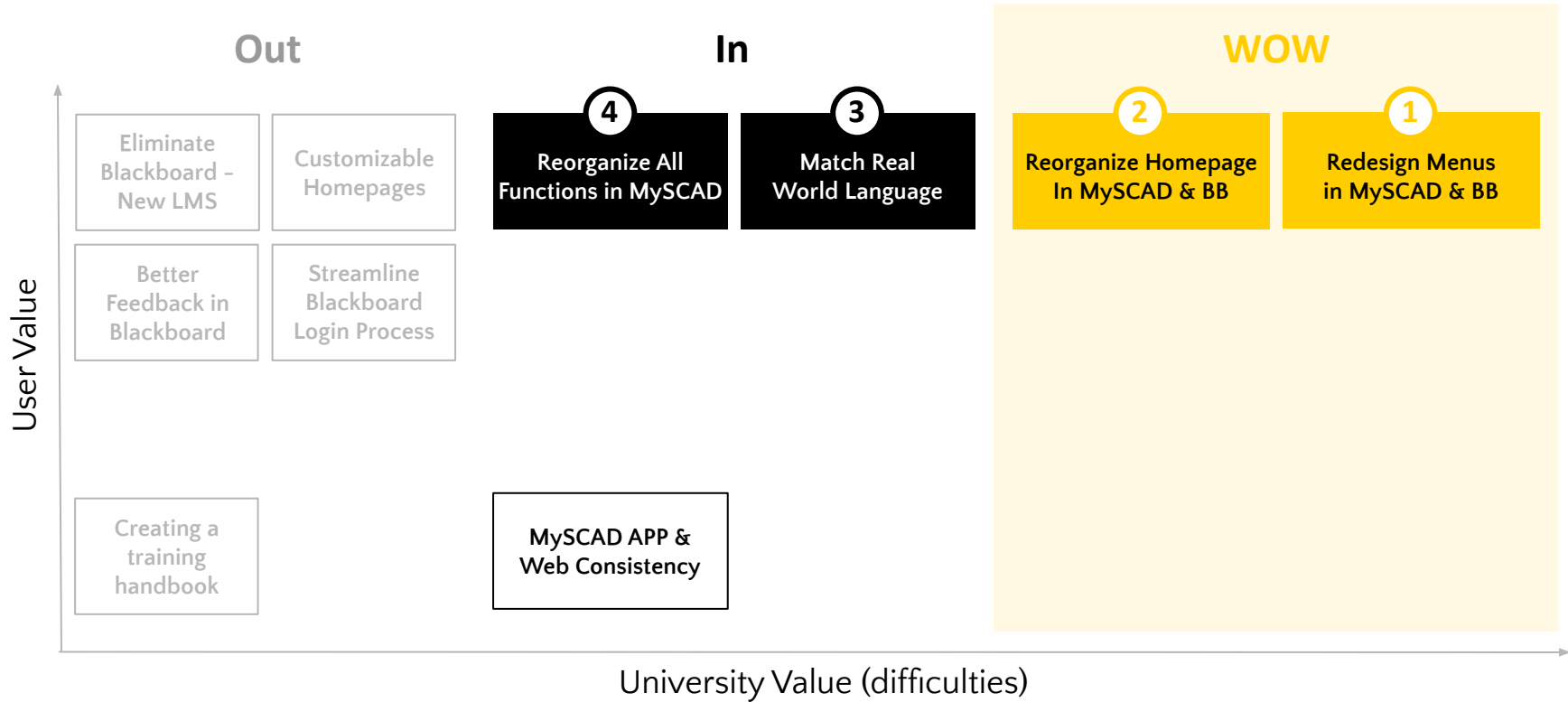
- keeping same hierarchy and process in APP & Web?
- changing BB UI to show same things?
- **matching real world language?**
- providing better user feedbacks?

How might we **IMPROVE LABELLING** by

- **matching real world language?**



4.2 Prioritization of Concepts





Updated Concept

1

Redesign Menus
in MySCAD & BB

2

Reorganize Homepage
In MySCAD & BB



**Streamline and Centralize
mySCAD and Blackboard
functions in fully restructured
mySCAD Portal**

PROTOTYPING



- 4.1 Low Fidelity
- 4.2 Medium Fidelity
- 4.3 High Fidelity Web
- 4.4 High Fidelity Mobile





4.1 LOW FIDELITY PROTOTYPE



Participatory Wireframe

ABOUT

Events
Announcements
Campus
Graduation
Policies
Handbooks
SCAD APPs

ACADEMIC

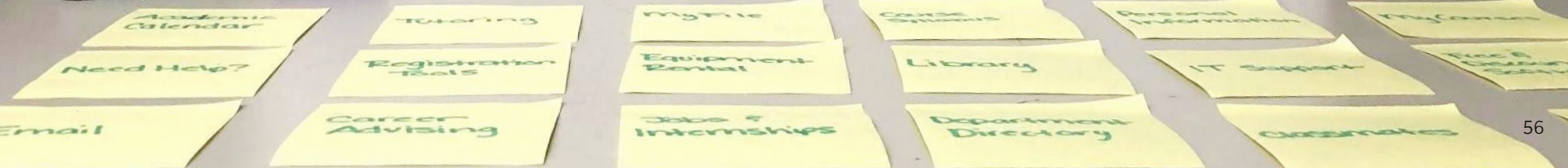
Academic Calendar
Career Center
SCAD eLearning
Study Abroad
Virtual Presentation

STUDENT LIFE

Clubs & Organization
Residence Life & Housing
Transportation
SCAD Fitness
SCAD Museum of Art
Ex Libris Bookstore
Student Discount

CONTACT

Department Directory
Faculty Roster
IT Support

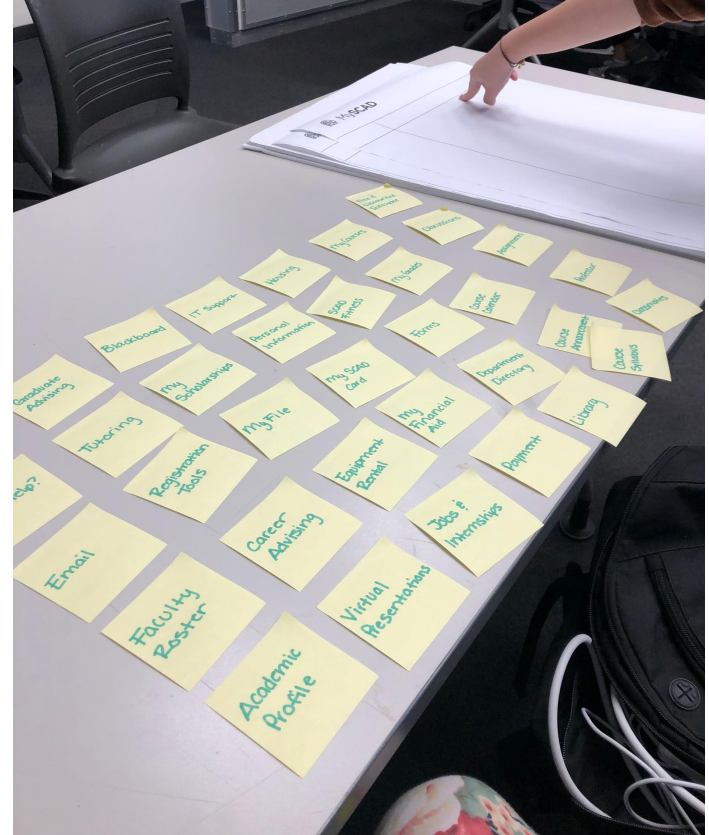




Participatory Wireframe

User Instructions:

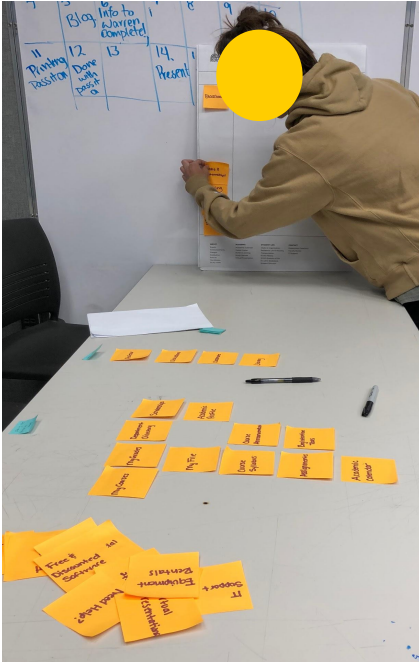
- Place the labels where it makes the most sense for you in top or left navigation
- Prioritize the labels that you want to have access to frequently
- Relabel or cluster labels you use together



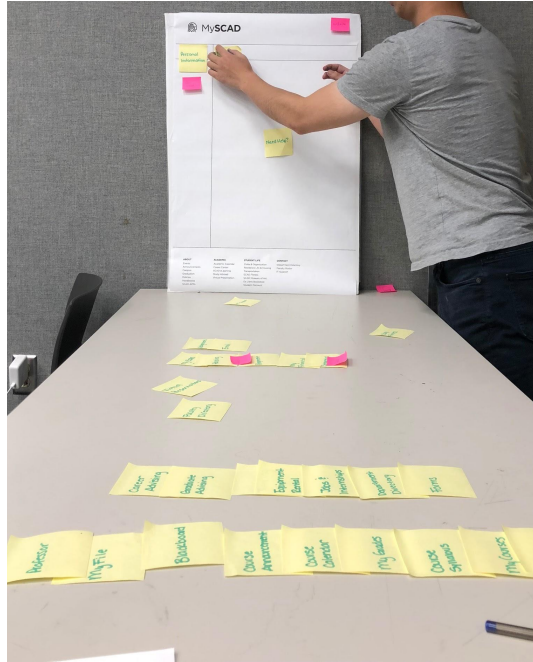


Participatory Wireframe

#1



#2

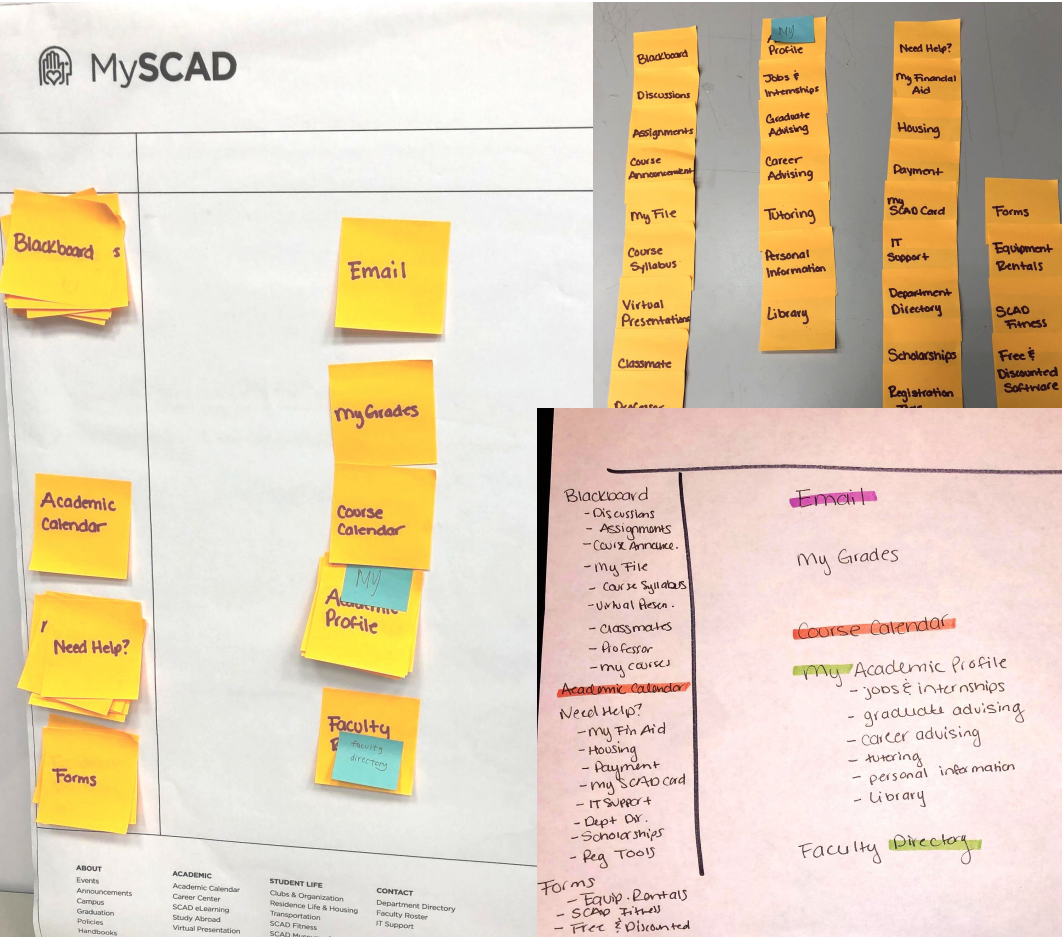


#3





Results #1

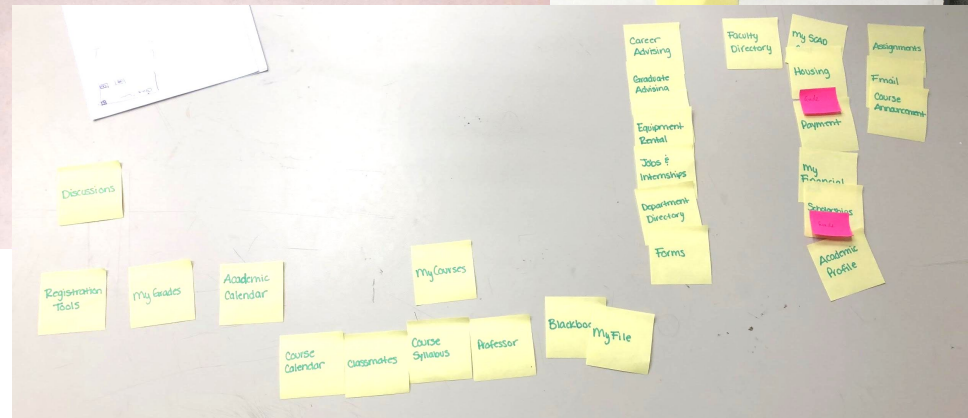
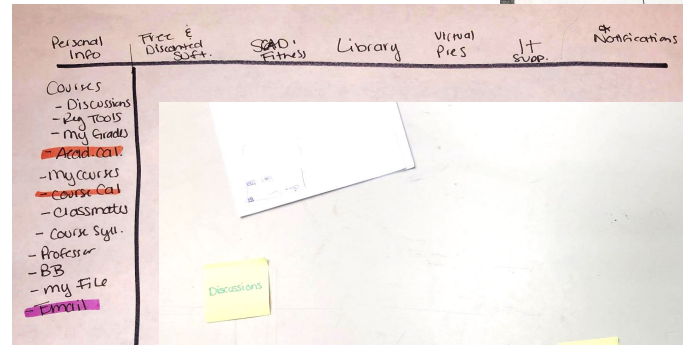
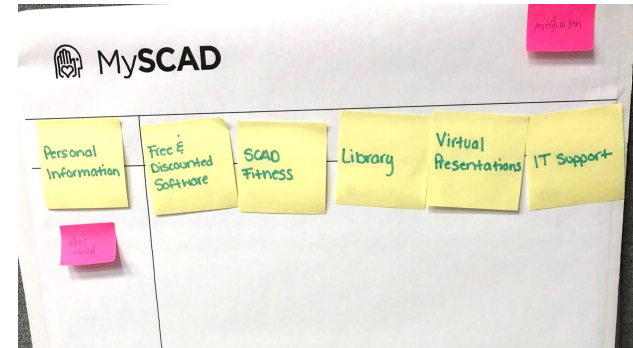


- Academic Information Left Menu
- No Navigation System
- Email, Grades, Calendar, Academic Profile cluster on first page



Results #2

- Notifications
- Global Navigation
- No Local Navigation
- Academic on first page and left menu





Results #3

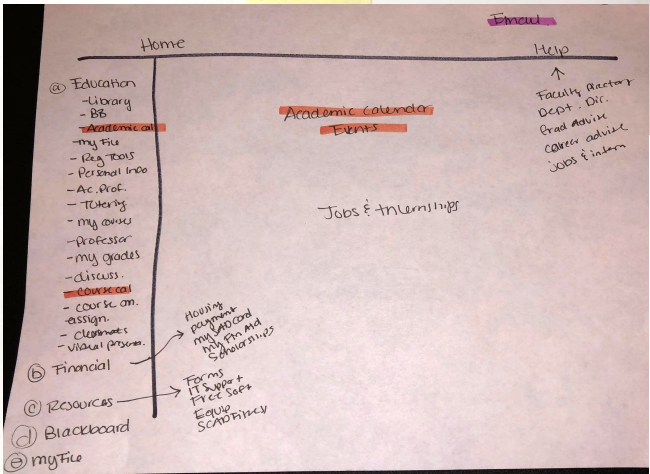
MySCAD

Email

HOME

HELP

Academic
Calendar
EVENTS



EDUCATION

FINANCIAL

RESOURCES

BLACKBOARD

MYFILE

HELP

Need Help?

Faculty Directory

Department Directory

Graduate Advising

Career Advising

Jobs & Internships

RESOURCES

Forms

IT Support

Free & Discounted Software

Equipment Rental

SCAD Fitness



RESULTS

Blackboard s

Academic Calendar

Need Help?

Forms

Education

Public

Resources

Academic Calendar
EVENTS

Academic

Jobs & Internships

Tools

Financial

Resources

Academic

Registration Tools
Personal Information
Course Syllabus

My File
my SCAD Card
Academic Calendar
Blackboard
Faculty Roster

My Financial Aid
Scholarships
Payment
Housing

IT Support
Tutoring
Forms
Need Help
Library

Email
mentory

Academic Profile
My Courses
My Grades

Registration Tools

Classmate
Professors
My Financial Aid

Graduate Advising

Course Catalog
Announcements

Career Advising

Blackboard
My File

Academic Calendar

Course Syllabus
Assignments
Discussions

Forms

Jobs & Internships
Virtual Tutoring

Free & Discounted Software

Free & Discounted Software

SCAD

ABOUT
Events
Announcements
Campus
Graduation
Policies
Handbooks
SCAD APPS

ACADEMIC
Academic Calendar
Career Center
SCAD eLearning
Study Abroad
Virtual Presentation

STUDENT LIFE
Clubs & Orgs
Residence Life
Transportation
SCAD Fitness
SCAD Museum
Ex Libris Bookstore
Student Disc

ABOUT
Events
Announcements
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Graduation
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Handbooks
SCAD APPS

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Academic Calendar
Career Center
SCAD eLearning
Study Abroad
Virtual Presentation

STUDENT LIFE
Clubs & Organization
Residence Life & Housing
Transportation
SCAD Fitness
SCAD Museum of Art
Ex Libris Bookstore
Student Discount

CONTACT
Department Direct
Faculty Roster
IT Support

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Clubs & Organization
Residence Life & Transportation
SCAD Fitness
SCAD Museum of Art
Ex Libris Bookstore
Student Discount

Global Navigation

3/5

Participants chose to have a horizontal top global navigation system

Similar Labels

5/5

Participants clustered similar functions for Academics, Resources, and Financial



Local Navigation

5/5

Participants chose to have a vertical local navigation system

Notifications

5/5

Participants indicated wanting notifications somehow

- Blackboard
 - Discussions
 - Assignments
 - Course Announce.
 - my File
 - Course Syllabus
 - Virtual Pres.
 - Classmates
 - Professor
 - my courses
- Academic calendar
- Need Help?
 - my Fin Aid
 - Housing
 - Payment
 - my SCAD card
 - IT support
 - Dept Dir.
 - Scholarships
 - Reg Tools
- Forms
 - Equip. Rentals
 - SCAD Fitness

Email

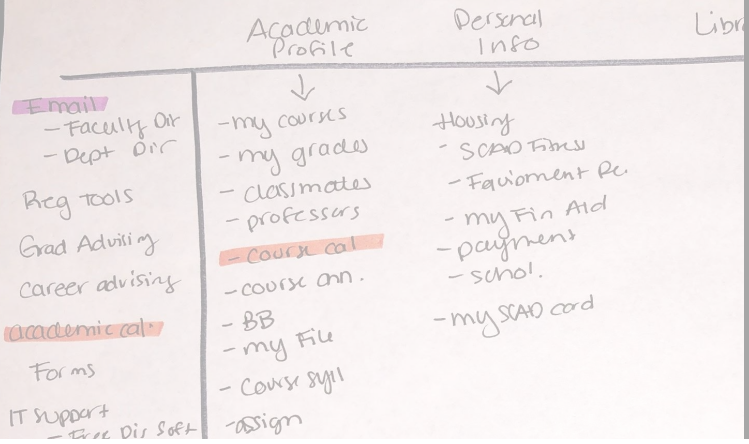
My Grades

Course Calendar

- My Academic Profile**
- jobs & internships
 - graduate advising
 - career advising
 - tutoring
 - personal information



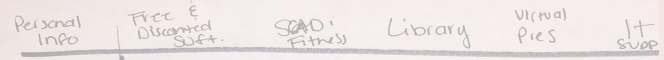
AFFINITIZATION



Home

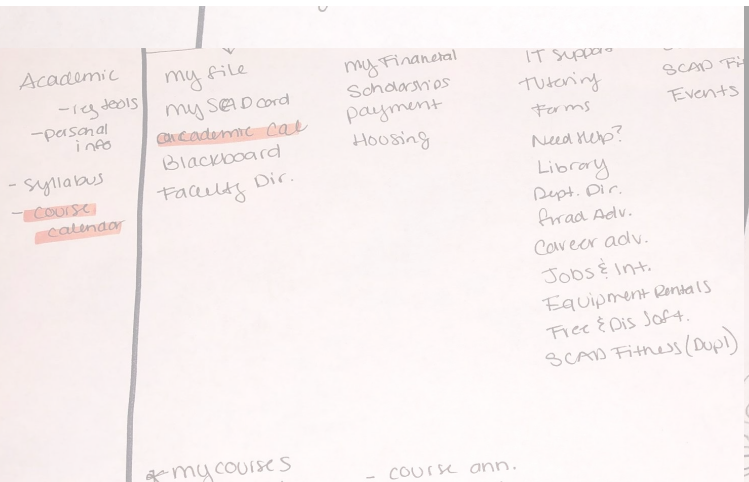
- @ Education
- Library
 - BB
 - Academic cal**
 - my File
 - Reg Tools
 - Personal Info
 - Ac. Prof.
 - Tutoring

- Forms
- Equip. Rentals
- SCAD Fitness



- Courses
- Discussions
 - Reg Tools
 - my Grades
 - Acad. cal.**
 - my courses
 - course cal**
 - Classmates
 - Course Syll.
 - Professor
 - BB
 - my File
 - Email**

Need help?



- discuss.
 - course cal**
 - course ann.
 - assign.
 - Classmates
 - Virtual pres.
- (b) Financial
- (c) Resources
- (d) Blackboard
- (e) myFile
- Housing
payments
my SCAD
my SCAD
- Forms
IT Supp
Free
Equip
SCAD



Affinitization

Academic

- Academic Calendar
- Course Calendar
- Registration Tools
- Academic Profile
- Graduate Advising
- My File
- Career Advising
- My Courses
- My Grades
- Course Announcements
- Course Syllabus
- Professor
- Classmate
- ASsignment
- Discussions

Resources

- SCAD Fitness
- Equipment Rentals
- Virtual Presentations
- Forms
- Faculty Directory
- Department Directory
- Tutoring
- Jobs & Internships

Financial

- My Financial Aid
- Payment
- Housing
- mySCAD Card
- My Personal Information
- Scholarships

IT Support

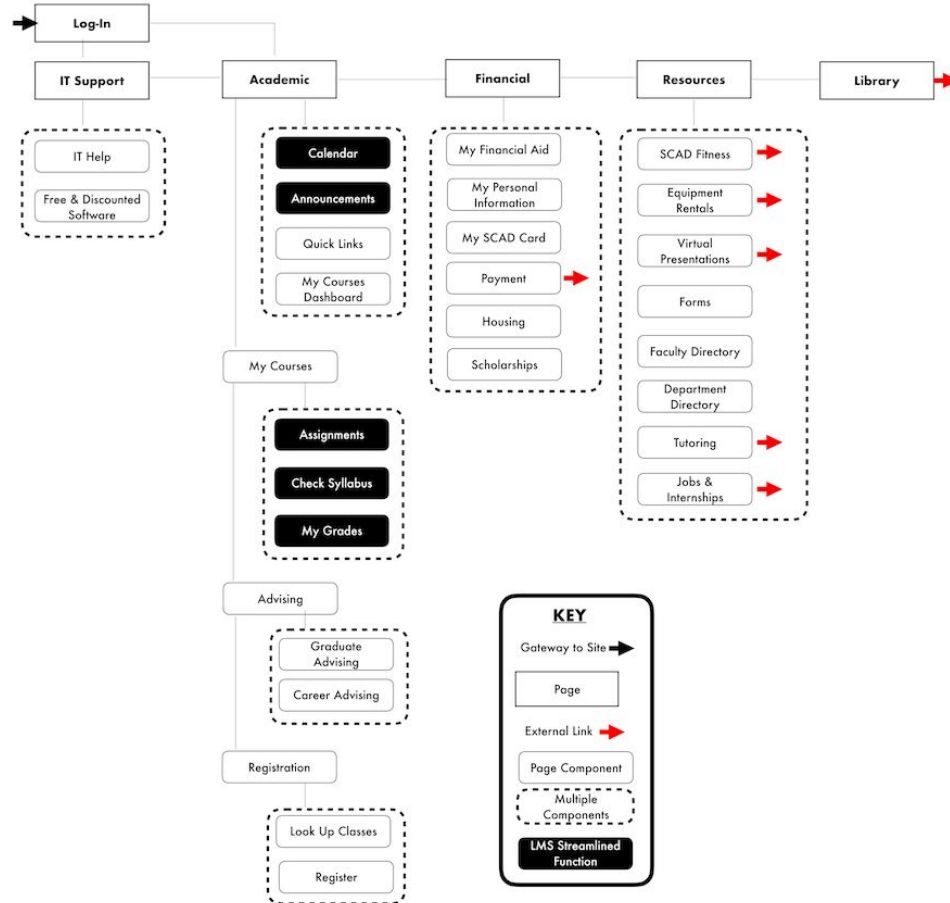
- IT Help
- Free & Discounted Softwares

Library

Email



Updated Higher Level Blueprint





4.2 MEDIUM FIDELITY PROTOTYPE



Challenges

Staying consistent with the current mental model

- Results showed users grouped Academic functions to the left menu similar to that existing in Blackboard

Centralizing the right information at the right time

- All users identified notifications, email, myFile with academic, and calendar as top functions they would want accessible at all times

Minimizing clicks for the top tasks identified in our primary research

- We have already eliminated the first task “Going to Blackboard”
- Checking Grades, Uploading Assignments, Checking Syllabus, Registering for Courses, and Payment



Solutions To Test

1. Calendar

Centralized calendar combining Academic, Course, and Events

2. Quick Links

Customizable menu for easy access from homepage to functions in other menu tabs

3. Course at a Glance

The top tasks for each course on the homepage, opening expands to a course dashboard specific for each course and customizable by faculty

4. Always on Top

Email, Notifications, Search, and Help or IT Support always accessible on the top right corner through icons

The screenshot displays the MySCAD interface with several key features highlighted by yellow boxes and numbers:

- 1.** A vertical navigation menu on the left side containing: My Courses, Advising, Registration, and IT Support.
- 2.** A calendar for April 2014, with the 12th highlighted.
- 3.** A row of three course cards: IACT 731 Information Architecture, SERV 711 Service Principles, and DMGT 720 Design Management. Each card includes the professor's name and links for Assignments, Syllabus, and Grades.
- 4.** The top right corner of the header, featuring icons for Email, Notifications, Search, and Help.

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



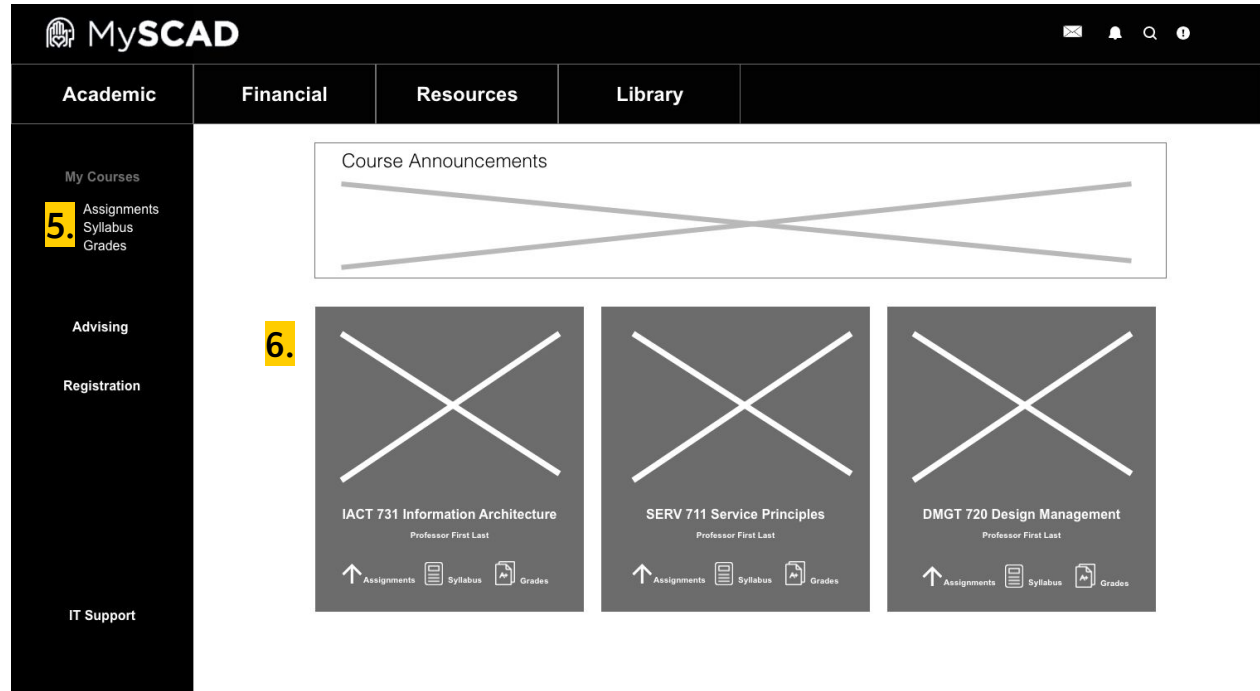
Solutions To Test

5. Local Navigation

How would users want this information displayed? We know from our first prototype users want this information to be Academic or Course related in nature, but we want to test the idea of this left menu changing as you select Financial or Resources

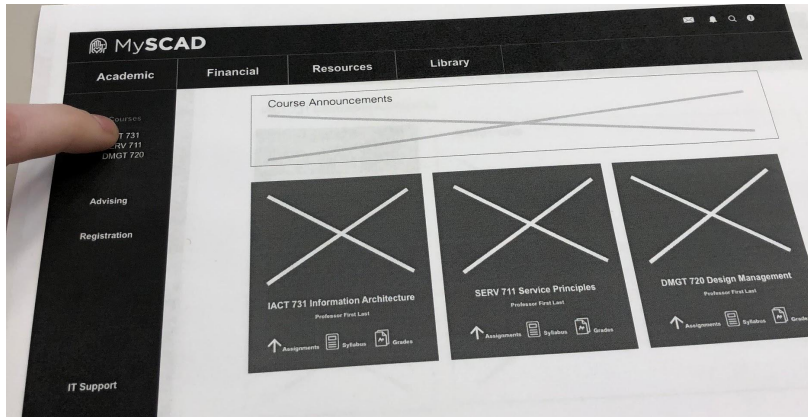
6. My Courses Dashboard

Testing different dashboard styles, would users like the calendar to carry over into this page? Or would it make sense to have each course have their own individual calendar

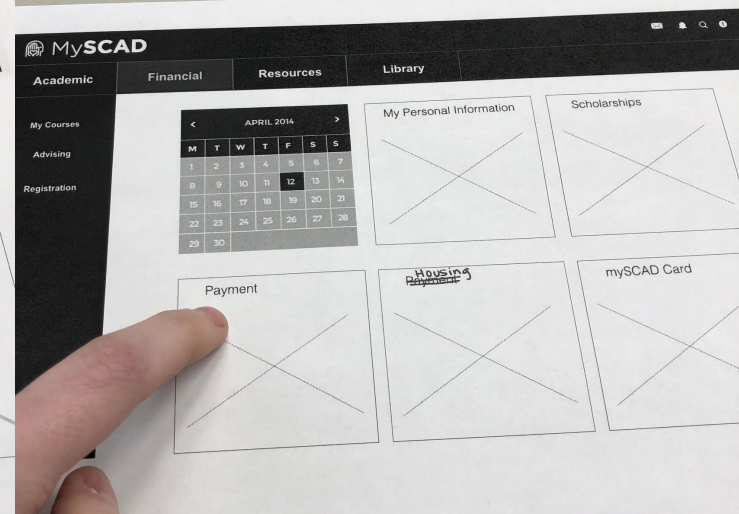
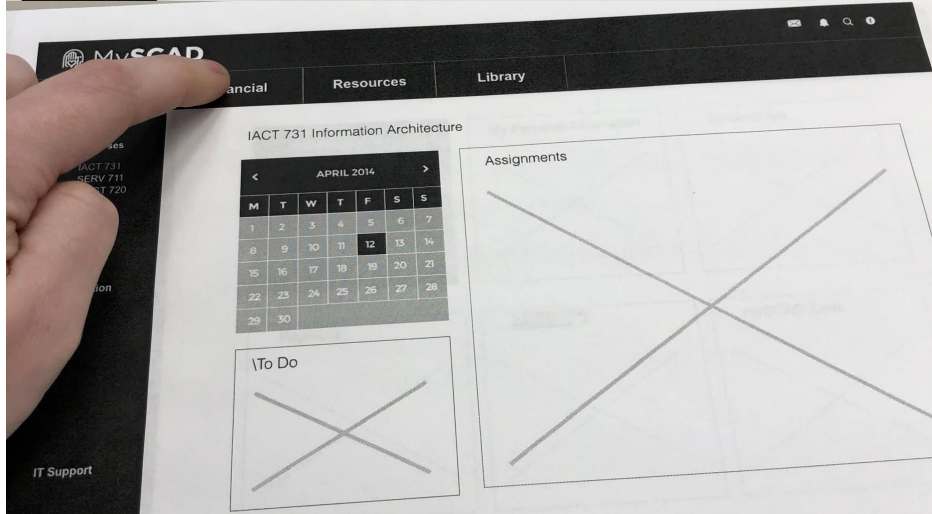




Wizard of Oz



1. Are any features missing?
2. Does anything seem unnecessary or out of place?
3. Is there anything distracting? (i.e. icons)
4. Would you customize your homepage if given the option?





Feedback 5 Users

Enjoyed

- + Clean, minimal
- + Calendar on Homepage
- + More icons would be useful
- + Email, Search, & Notifications
- + Would utilize customization
- + Both Navigation Systems

Missing

- Drop down menus
- Black menus too similar to Blackboard
- Mobile consistency



Desktop Website



MySCAD



DASHBOARD

ACADEMICS

FINANCIAL

RESOURCES

LIBRARY

Search...



My Course

All 2019 Summer 2019 Spring **2019 Winter** 2018 Fall

IACT 731-01
Information Architecture

Sung Park

TR 5:00-7:30 PM
Room 104, The Shed

1/4 Absence

SERV 722-02
Prototyping Service

Mauricio Manhaes

TR 2:00-4:30 PM
Room 204, The Shed

2/4 Absence

DMGT 710-01
Design, Chaos & Complexity

Mauricio Manhaes

MW 2:00-4:30 PM
Room 205, The Shed

0/4 Absence

< Feb 2019 >

Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
WB 24	25	26	27	28	1	2
3	4	5	6	7	8	9

To-Do List

[Add or Drop Classes](#)
[Look Up Classes](#)

Registration Times

2019 Spring
2/12 10:30 AM - 3/29 11:59 PM

2019 Summer
2/12 10:30 AM - 6/21 11:59 PM

To-Do List

- _____
- _____
- _____
- _____
- _____

Events

Feb. 28 Thu • Experience intersection of contemporary photography and fashion history at 'Guldakke' reception



Get inspired by esteemed deFINE ART honoree Lawrence Weiner during talk



Mar. 2 Sat • Shop Carla Fernández pop-up



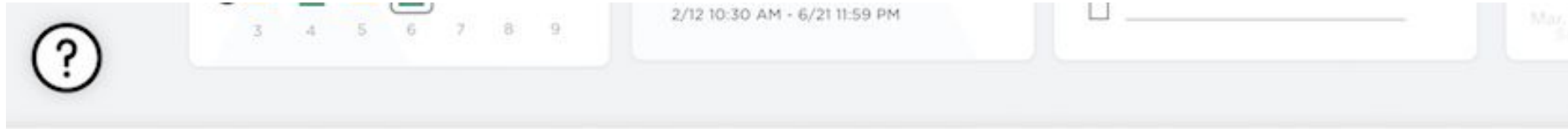
Mar. 3 Sun • Expect the unexpected as SCAD performing arts presents Kate Hamill's 'Sense and Sensibility'



Mar. 7 Sat • Get to know SCAD Lacoste, the university's athletic wear brand, on campus at SCAD Day



Desktop Website



SCAD

The University for Creative Careers

contact@scad.edu

800.869.7223

Additional contacts

Request information

ABOUT

Events

Campus

Graduation

Policies

Handbooks

SCAD APPs

ACADEMIC

Academic Calendar

Career Center

SCAD eLearning

Study Abroad

Virtual Presentation

STUDENT LIFE

Clubs & Organization

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Transportation & Parking

SCAD Fitness

SCAD Museum of Art

Ex Libris Bookstore

Student Discount

CONTACT

Department Directory

Faculty Roster

IT Support

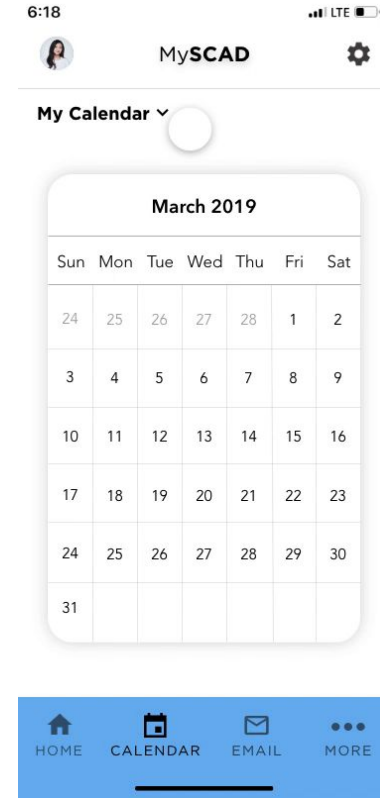
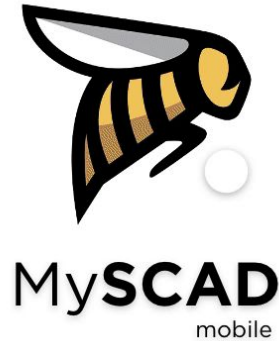
Introduced a site map at the bottom of the site



Mobile Application

Moving into High Fidelity Feedback

- Stay Minimal
- Continue consistency with Web GUI
- Customizable Calendar
- Web - Vertical row of classes can't have a 4th class (underclassmen)
- Web - Registration consistent with mobile





2.3 HIGH FIDELITY PROTOTYPES



MyHOME

ACADEMICS

FINANCIAL

RESOURCES


LIBRARY

Search...



My Course

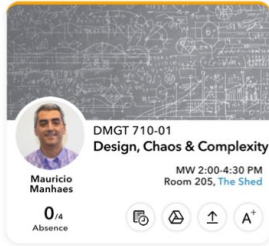
All 2019 Summer 2019 Spring **2019 Winter** 2018 Fall



**IACT 731-01
Information Architecture**
TR 5:00-7:30 PM
Room 104, [The Shed](#)
Sung Park
1/4 Absence



**SERV 722-02
Prototyping Service**
TR 2:00-4:30 PM
Room 204, [The Shed](#)
Mauricio Manhaes
2/4 Absence



**DMGT 710-01
Design, Chaos & Complexity**
MW 2:00-4:30 PM
Room 205, [The Shed](#)
Mauricio Manhaes
0/4 Absence

[Add or Drop Classes](#)
[Look Up Classes](#)

Registration Times
2019 Spring
2/12 10:30 AM - 3/29 11:59 PM
2019 Summer
2/12 10:30 AM - 6/21 11:59 PM





Feb 2019

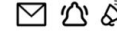
Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2
3	4	5	6	7	8	9

To-Do List

-
-
-
-
-
-
-
-
-

Events

- Feb. 28 Thu** • Experience intersection of contemporary photography and fashion history at 'Guldnaкке' reception
6:00 PM SCAD FASH Museum of Fashion + Film

- Get inspired by esteemed deFINE ART honoree Lawrence Weiner during talk
6:00 PM Lucas Theatre for the Arts

- Mar. 2 Sat** • Shop Carla Fernández pop-up
Now through Sat, Mar. 2 SCAD FASH Museum of Fashion + Film, Film Salon

- Mar. 3 Sun** • Expect the unexpected as SCAD performing arts presents Kate Hamill's 'Sense and Sensibility'
Now through Sun, Mar. 3 Arnold Hall, Theater

- Mar. 9 Sat** • Get to know SCAD Lacoste, the university's idyllic, multi-armed location, at SCAD Day



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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2
3	4	5	6	7	8	9

To-Do List

- _____
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- _____
- _____

Events

Feb. 28 Thu • Experience intersection of contemporary photography and fashion history at 'Guldnaeke' reception
6:00 PM SCAD FASH Museum of Fashion + Film



Get inspired by esteemed deFINE ART honoree Lawrence Weiner during talk
6:00 PM Lucas Theatre for the Arts



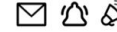
Mar. 2 Sat • Shop Carla Fernández pop-up
Now through Sat, Mar. 2 SCAD FASH Museum of Fashion + Film, Film Salon



Mar. 3 Sun • Expect the unexpected as SCAD performing arts presents Kate Hamill's 'Sense and Sensibility'
Now through Sun, Mar. 3 Arnold Hall, Theater



Mar. 9 Sat • Get to know SCAD Lacoste, the university's idyllic study-abroad location, at SCAD Day



Wendy

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All 2019 Summer 2019 Spring **2019 Winter** 2018 Fall



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Information Architecture
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Room 104, The Shed
1/4 Absence



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Mo	Tu	We	Th	Fr	Sa	Su
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
wo 24	25	26	27	28	1	2
3	4	5	6	7	8	9

To-Do List

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Events

Feb. 28 Thu • Experience intersection of contemporary photography and fashion history at 'Guldnaeke' reception



6:00 PM SCAD FASH Museum of Fashion + Film
Get inspired by esteemed deFINE ART honoree Lawrence Weiner during talk



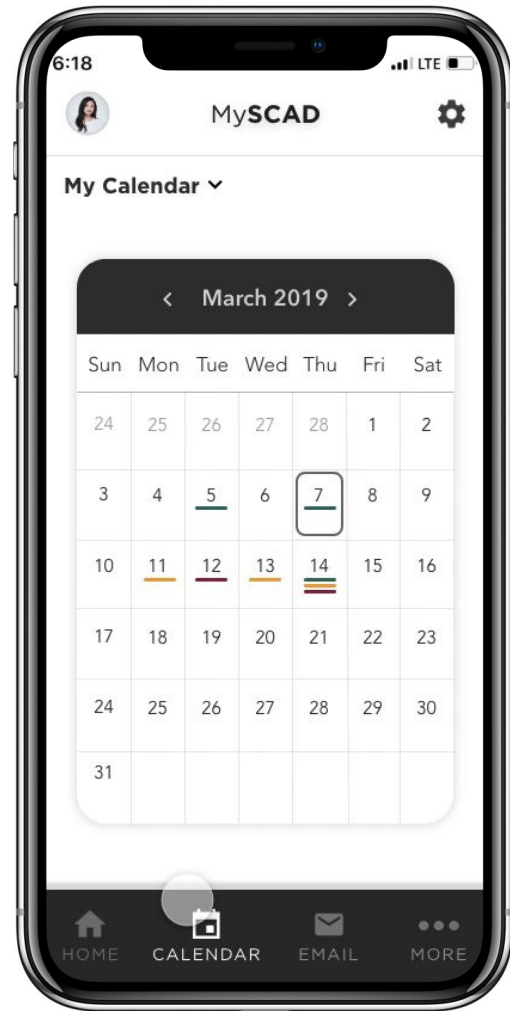
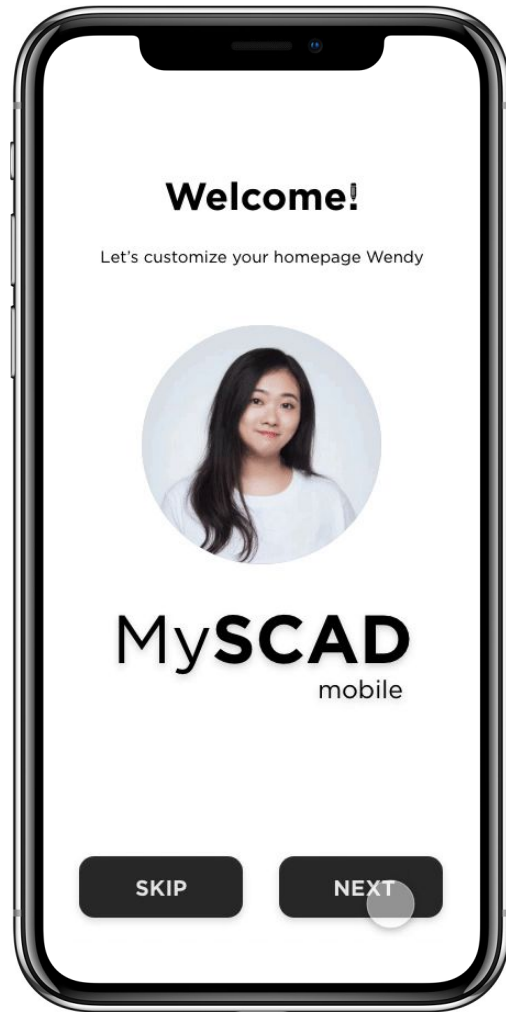
6:00 PM Lucia Traverso for the Arts
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Now through Sat, Mar. 2 SCAD FASH Museum of Fashion + Film, Film Salon
Mar. 3 Sun • Expect the unexpected as SCAD performing arts presents Kate Hamill's 'Sense and Sensibility'



Now through Sun, Mar. 3 Arnold Hall, Theater
Mar. 9 Sat • Get to know SCAD Lacoste, the university's idyllic study-abroad location, at SCAD Day



USABILITY TESTING



User Interface Satisfaction





Questionnaire for User Interface Satisfaction (QUIS)

7.5/9 – Easy to Use

7.5/9 – Flexible

7/9 – Terminology related to task

8/9 – Easy learning to operate system

7/9 – Remembering names and commands

OVERALL REACTION TO THE SOFTWARE		0	1	2	3	4	5	6	7	8	9	NA
1. <input type="checkbox"/>	terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/>	frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/>	inadequate power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <input type="checkbox"/>	dull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. <input type="checkbox"/>	rigid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCREEN		0	1	2	3	4	5	6	7	8	9	NA
7. <input type="checkbox"/>	Reading characters on the screen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. <input type="checkbox"/>	Highlighting simplifies task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. <input type="checkbox"/>	Organization of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. <input type="checkbox"/>	Sequence of screens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TERMINOLOGY AND SYSTEM INFORMATION		0	1	2	3	4	5	6	7	8	9	NA
11. <input type="checkbox"/>	Use of terms throughout system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. <input type="checkbox"/>	Terminology related to task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. <input type="checkbox"/>	Position of messages on screen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. <input type="checkbox"/>	Prompts for input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. <input type="checkbox"/>	Computer informs about its progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. <input type="checkbox"/>	Error messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEARNING		0	1	2	3	4	5	6	7	8	9	NA
17. <input type="checkbox"/>	Learning to operate the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. <input type="checkbox"/>	Exploring new features by trial and error	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. <input type="checkbox"/>	Remembering names and use of commands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. <input type="checkbox"/>	Performing tasks is straightforward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. <input type="checkbox"/>	Help messages on the screen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. <input type="checkbox"/>	Supplemental reference materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SYSTEM CAPABILITIES		0	1	2	3	4	5	6	7	8	9	NA
23. <input type="checkbox"/>	System speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. <input type="checkbox"/>	System reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. <input type="checkbox"/>	System tends to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. <input type="checkbox"/>	Correcting your mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. <input type="checkbox"/>	Designed for all levels of users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

List the most **negative** aspect(s):

1.
2.
3.

List the most **positive** aspect(s):

1.
2.
3.

Questionnaire for User Interface Satisfaction (QUIS)

“The app looks a lot cleaner”

“Customizability makes a lot of sense”

“I may not add things manually to calendar, maybe an add all calendar option”

OVERALL REACTION TO THE SOFTWARE		0	1	2	3	4	5	6	7	8	9	NA
1. <input type="checkbox"/>	terrible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <input type="checkbox"/>	frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. <input type="checkbox"/>	inadequate power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <input type="checkbox"/>	dull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. <input type="checkbox"/>	rigid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCREEN		0	1	2	3	4	5	6	7	8	9	NA
7. Reading characters on the screen <input type="checkbox"/>	hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Highlighting simplifies task <input type="checkbox"/>	not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Organization of information <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Sequence of screens <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TERMINOLOGY AND SYSTEM INFORMATION		0	1	2	3	4	5	6	7	8	9	NA
11. Use of terms throughout system <input type="checkbox"/>	inconsistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Terminology related to task <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Position of messages on screen <input type="checkbox"/>	inconsistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Prompts for input <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Computer informs about its progress <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Error messages <input type="checkbox"/>	unhelpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEARNING		0	1	2	3	4	5	6	7	8	9	NA
17. Learning to operate the system <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Exploring new features by trial and error <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Remembering names and use of commands <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Performing tasks is straightforward <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Help messages on the screen <input type="checkbox"/>	unhelpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Supplemental reference materials <input type="checkbox"/>	confusing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SYSTEM CAPABILITIES		0	1	2	3	4	5	6	7	8	9	NA
23. System speed <input type="checkbox"/>	too slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. System reliability <input type="checkbox"/>	unreliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. System tends to be <input type="checkbox"/>	noisy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Correcting your mistakes <input type="checkbox"/>	difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Designed for all levels of users <input type="checkbox"/>	never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		0	1	2	3	4	5	6	7	8	9	NA

List the most **negative** aspect(s):

1.
2.
3.

List the most **positive** aspect(s):

1.
2.
3.

VISION MOVIE



The Final Product



<https://www.youtube.com/watch?v=2fMocluYuaY>

Introducing
a newly redesigned



Appendix



Our raw data and analysis



1. **Visibility of System Status**
 - 1.1. Does every display begin with a title or header that describes screen contents?
 - 1.2. Is there a consistent icon design scheme and stylistic treatment across the system?
 - 1.3. Do menu instructions, prompts, and error messages appear in the same place(s) on each menu?
 - 1.4. Is there some form of system feedback for every operator action?
 - 1.5. Is there visual feedback in menus or dialog boxes about which choose the cursor is on now?
 - 1.6. Is the current status of an icon clearly indicated?
 - 1.7. If there are observable delays (greater than 15 seconds) in the systems response time, is the user kept informed of the systems progress? **When downloading syllabus, system does not tell you it's downloading, takes much longer than 15 seconds**
 - 1.8. Is the menu-naming terminology consistent with the user's task domain?
 - 1.9. Does the system provide visibility: by looking can the user tell the state of the system and the alternatives for action?
 - 1.10. If users must navigate between multiple screens, does the system use context labels, menu maps, and place markers as navigational aids?
2. **Match Between Real World and System**
 - 2.1. Are icons concrete and familiar? **Folder icon, opens a pop out menu? Pressing home just collapses menu?**
 - 2.2. Are menu choices ordered in the most logical way, given the user, the item names, and the task variables?
 - 2.3. If there is a natural sequence to menu choices, has it been used?
 - 2.4. When prompts imply a necessary action, are the words in the message consistent with that action?
 - 2.5. On data entry screens, are tasks described in terminology familiar to users?
 - 2.6. Do menu choices fit logically into categories that have readily understood meanings?
 - 2.7. Does the command language employ user jargon and avoid computer jargon? Are command names specific rather than general?
3. **User Control and Freedom**
 - 3.1. When a user's task is complete, does the system wait for a signal from the user before processing?
 - 3.2. Is there an "undo" function at the level of a single action, data entry, and a complete group of actions?
 - 3.3. Can users cancel out of operations in progress?
 - 3.4. Can users reduce data entry time by copying and modifying existing data?
 - 3.5. If menu lists are long (more than 7 items), can users select an item by moving the cursor or by typing a mnemonic code?
- 3.6. Can users easily reverse their actions?
- 3.7. If the system allows user to reverse their actions, is there a retracing mechanism to allow for multiple undos?
- 3.8. Can users set their own system, session, file, and screen defaults? **Technically, yes but I could not figure out how to**
4. **Consistency & Standards**
 - 4.1. Has a heavy use of all uppercase letters on a screen been avoided?
 - 4.2. Are there salient visual cues to identify the active window?
 - 4.3. Are vertical & horizontal scrolling possible in each window?
 - 4.4. Does the menu structure match the task structure?
 - 4.5. Are menu choice lists presented vertically?
 - 4.6. Are menu titles either centered or left-justified?
 - 4.7. Is the most important information placed at the beginning of the prompt?
 - 4.8. Are user actions named consistently across all prompts in the system?
5. **Help Users Recognize, Diagnose, and Recover from Errors**
 - 5.1. Is sound used to signal an error?
 - 5.2. Are prompts brief and unambiguous? **Never saw an error message**
 - 5.3. Do messages place users in control of the system?
 - 5.4. If an error is detected in a data entry field, does the system place the cursor in that field or highlight the error?
 - 5.5. Do error messages inform the user of the error's severity? **Never saw an error message**
 - 5.6. Do error messages suggest the cause of the problem? **Never saw an error message**
 - 5.7. Do error messages indicate what action user needs to take to correct the error? **Never saw an error message**
6. **Error Prevention**
 - 6.1. Are menu choices logical, distinctive, and mutually exclusive?
 - 6.2. Are the function keys that cause the most serious consequences located far away from low-consequence and high use keys?
 - 6.3. Does the system prevent users from making errors whenever possible?
7. **Recognition Rather than Recall**
 - 7.1. Have prompts been formatted using white space, justification, and visual cues for easy scanning?
 - 7.2. Do text areas have "breathing space" around them?
 - 7.3. Is white space used to create symmetry and lead the eye in the appropriate direction? **Symmetry yes, but it's just boxes not leading the eye anywhere in particular**
 - 7.4. Have items been grouped into logical zones, and have headings been used to distinguish between zones?
 - 7.5. Are borders used to identify meaning groups?
 - 7.6. If the system has many menu levels or complex menu levels, do users have access to an on-line spatial menu map?
 - 7.7. Are there salient visual cues to identify the active window?
8. **Flexibility & Ease of Use**
 - 8.1. Can users define their own synonyms for commands?
 - 8.2. Do expert users have the option of entering multiple commands in a single string?
 - 8.3. Does the system provide function keys for high-frequency commands?
 - 8.4. Can expert users bypass nested dialog boxes?
9. **Aesthetic & Minimalist Design**
 - 9.1. Is only and all information essential to decision making displayed on the screen?
 - 9.2. Are meaningful groups of items separated by white space?
 - 9.3. Are field labels, brief, familiar, and descriptive?
 - 9.4. Are menu titles brief, yet long enough to communicate?
 - 9.5. Are there pop-up or pull down menus with data entry fields that have many, but well-defined, entry options?
10. **Help & Documentation**
 - 10.1. Are on-line instructions visually distinct?
 - 10.2. Do the instructions follow the sequence of user actions?
 - 10.3. If menu choices are ambiguous, does the system provide additional explanatory information when an item is selected?
 - 10.4. Are data entry screens and dialogue boxes supported by navigation and completion instructions?
 - 10.5. Are there memory aids for commands, either through on-line quick reference or prompting?
 - 10.6. Is the help function visible: for example labeled HELP or a special menu?
 - 10.7. Navigation is the information easy to find?
 - 10.8. Presentation is the visual layout well designed?
 - 10.9. Conversation is the information accurate, complete, and understandable

Good

N/A

Bad

Our checklist:

Blackboard: https://drive.google.com/open?id=lqDgvnORZAOeOzFqAl_zEGlGnOU1kM7PT27fc-JWhFO

MySCAD: https://docs.google.com/document/d/1TykusMN6lvtgCZMhz_f2V5DxZd_TlZUnjjQmA319xl4/edit



Deleted Cards

#1

Total: 9

- 6
- 17a
- 17d
- 17e
- 17f
- 24
- 40
- 43
- 53



#2

Total: 36

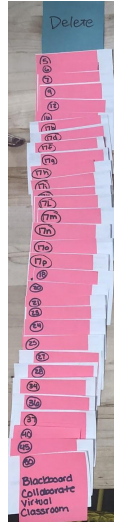
- 5 - 17g - 24 - 43
- 6 - 17h - 28 - 44
- 7 - 17j - 29 - 45
- 9 - 17k - 30 - 50
- 12 - 17m - 31 - 51
- 14 - 17o - 32 - 53
- 16 - 17p - 33
- 17a - 18 - 34
- 17d - 20 - 40
- 17f - 21 - 41



#3

Total: 32

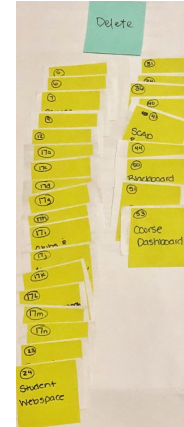
- 5 - 17h - 21 - 43
- 6 - 17j - 23 - 50
- 7 - 17k - 24
- 9 - 17l - 25
- 12 - 17m - 27
- 14 - 17n - 28
- 17b - 17o - 34
- 17d - 17p - 36
- 17f - 18 - 37
- 17g - 20 - 40



#5

Total: 28

- 5 - 17h - 34
- 6 - 17i - 36
- 7 - 17j - 40
- 9 - 17k - 41
- 12 - 17l - 44
- 17a - 17m - 50
- 17b - 17n - 51
- 17c - 23 - 53
- 17d - 24
- 17g - 31



#5

Total: 20

- 6 - 18
- 14 - 24
- 17d - 30
- 17f - 33
- 17g - 34
- 17h - 37
- 17j - 40
- 17m - 44
- 17n - 51
- 17p - 53



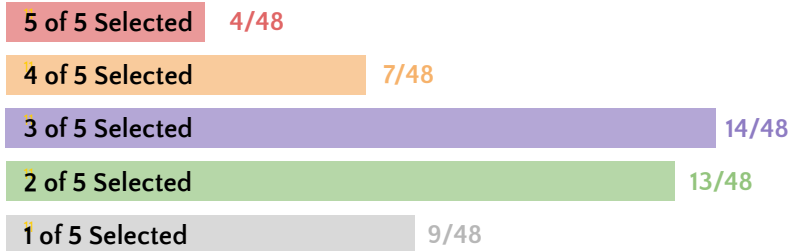


Deleted Cards

47/67 are deleted by 5 participants.

No.	#1	#2	#3	#4	#5
1	6	5	5	5	6
2	17a	6	6	6	14
3	17d	7	7	7	17d
4	17e	9	9	9	17f
5	17f	12	12	12	17g
6	24	14	14	17a	17h
7	40	16	17b	17b	17j
8	43	17a	17d	17c	17m
9	53	17d	17f	17d	17n
10		17f	17g	17g	17p
11		17g	17h	17h	18
12		17h	17j	17i	24
13		17j	17k	17j	30
14		17k	17l	17k	33
15		17m	17m	17l	34
16		17o	17n	17m	37
17		17p	17o	17n	40
18		18	17p	23	44
19		20	18	24	51
20		21	20	31	53
21		24	21	34	
22		28	23	36	
23		29	24	40	
24		30	25	41	
25		31	27	44	
26		32	28	50	
27		33	34	51	
28		34	36	53	
29		40	37		
30		41	40		
31		43	43		
32		44	50		
33		45			
34		50			
35		51			
36		53			

No.	5/5	4/5	3/5	2/5	1/5
1	6	17f	5	17b	16
2	17d	17g	7	17l	17c
3	24	17h	9	17o	17e
4	40	17j	12	20	17i
5		17m	14	21	25
6		34	17a	23	27
7		53	17k	28	29
8			17n	30	32
9			17p	31	45
10			18	33	
11			43	36	
12			44	37	
13			50	41	
14			51		





Thanks!



References

- McKenzie, L. (2018). *Canvas Catches, and Maybe Passes, Blackboard*. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/digital-learning/article/2018/07/10/canvas-catches-and-maybe-passes-blackboard-top-learning>
- Coates, H., James, R., & Baldwin, G. (2005). *A Critical Examination Of The Effects Of Learning Management Systems On University Teaching And Learning*. *Tertiary Education and Management*, 11(1), 19-36. doi:10.1007/s11233-004-3567-9